



EDUCATIONAL SUPPLEMENT
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Realism and responsibility

The news that the National Association of Schoolmasters/Union of Women Teachers is to call members out on half days from next Monday to the end of term must have sent a remarkably modest shiver down the spine of Mr Baker and his colleagues. How many school days are there between now and the end of term? And anyway, is not the indignation of the NAS/UWT, in this instance, directed more against the National Union of Teachers (and Mr Doug McAvoy's prompt waving of the white flag), than against Mr Baker and his colleagues, who have no reason to depart from their already announced plan for a discussion paper in the autumn?

The NAS/UWT always has maverick tendencies. The more general response to the Conservatives' re-election with a handsome majority, is to dust down judicious speeches about realism and responsibility, and signal a resigned willingness to get on with the business of making the best of the Government's new policies. This need to do this in a constructive spirit, as David Hart points out (page 4), is made greater, not less, by the half-baked and ill-thought out nature of the policies themselves.

Being half-baked and ill-thought out, they can be improved by reasoned argument. And as the Government is making them up as it goes along, this creative process is one in which everyone can join. The proviso is the need to take the Government seriously, and try to make sense of its aims.

There are signs that this constructive attitude will surface at the Council of Local Education Authorities' conference next week. It will take a monumental effort of restraint on the part of Labour,

Liberal and SDP councillors not to recycle their old election speeches, but this is exactly what they must not do. If ever there was a time when it was necessary for local government to get its act together, this is it. Education is one of the key topics on which a local authority consensus is needed.

Warwickshire is one county which has read the writing on the wall (page 3) and recognized that now is not the time to submit a secondary reorganization scheme which turns Shakespeare's old grammar school into a comprehensive. In Kirkcaldy (page 3), where no single party rules, Labour's long-standing opposition to TVEI has been overturned. This marks another painful spasm of common sense.

In each case there are local reasons why the authority concerned has acted as it has. But it is incidents like these which provide the straws in the wind. Our present rulers do not have to resubmit themselves for election for another four or five years. This is going to dominate the political weather charts in the coming months.

Where it is going to be hardest for the Conservatives to persuade each other and their political opponents to accept their electoral mandate at face value is in the matter of the poll tax and the reform of local government finance. Tony Travers's analysis (page 12) will bring home to readers of *The TES* how far-reaching are the changes which are threatened (or rather promised). The anxieties of Conservative back-benchers are unlikely to have been allayed by Mr Nicholas Ridley's combative response. It may be a political answer to tell them that it was in the manifesto; it won't do much to help them fend off their own constituents.

The Department of the Environment has carried through so many "reforms" of local government finance in the past 10 years that one more – even this, the Big One – is neither here nor there. The reforms up to now have been no more than holding operations – temporary expedients to satisfy irate Chancellors or exasperated Prime Ministers. Even so, they have wrecked at least one Cabinet Minister's career and caused untold political anguish.

The poll tax, on the other hand, is being represented as the long-term, principled answer to local funding, capable of restoring local responsibility and opening up a new era of local decision-making. In this guise, it is so totally unconvincing that it is hard to believe there will not be important changes made before the measure takes its final form.

As *The TES* argued last week, these plans for local government finance are going to be of fundamental importance to local education, and this needs to be kept well to the fore in the public debate. It is an awareness of this which has prompted some of the suggestions for taking the funding of local education away from the local authorities altogether, or at least hiving off teachers' salaries. These suggestions are open to many objections, but if there is to be a new readiness to consult constructively, they will certainly have to be considered.

Even with lengthy and generous transition arrangements, the proposals as they stand threaten to subject the education service to a traumatic experience which would take years to get over. This is the kind of self-imposed disaster we don't need.

COMMENT

Managing the youth scene

The difficulties of the youth service (pages 7-9) are all too well documented. Five years after the Thompson Report called for better direction, funding and co-ordination, very little has happened. The recent report from Croydon showed up many of the problems, not least the very basic ones of lack of communication and information, and failure within the local authority to co-ordinate work in the field, or even work within its own offices.

The Thompson Report pinned some of its hopes on national action, giving local authorities a statutory responsibility to co-ordinate youth work in their areas. In principle, this is hard to oppose, but it seems increasingly unlikely, given the demands and pressures on local authority funds and manpower, that any such statutory responsibility would make any appreciable difference. Many authorities have arrangements that would just about meet the statutory demand recommended by the report; the problem is to make them work.

The first need, as Wolverhampton has shown, is to give the co-ordination of youth work a high status and priority within the local authority. The decisions of housing, education, social services, and leisure and recreation departments have more impact, for good or bad, on young people than local authority and voluntary youth groups.

With youth groups proper, as the Croydon survey showed, there is enormous scope for better co-ordinated help with factual information about sources of funds and other support, with premises and resources, and with training to help adults in sports, or drama or church groups or even local authority youth clubs, to try to meet the disparate and often desperate needs of young people.

By giving co-ordination a high profile, it is more likely that the



money, whether from Education Support Grants or the European Community, will be identified and bid for, that local authority premises will be used as fully as possible; and that individual groups will get good information and advice. Central support could also help groups cater better for the handicapped, and give girls a better deal.

Thompson concluded that youth work is mainly about social and political education. Few adults would dispute this, though they could argue for hours about the second. But when so many agencies – schools, YTS schemes, and a wide range of voluntary youth groups – all have a contribution to make, co-ordination and a redoubtable level of directed funding are the main requirements. And as the Thompson Report said, and good authorities recognize, it is essential, if difficult, to bring young people themselves into the decision-making and the setting of priorities.

Better management of existing activities at local authority level would sharpen the youth lobby's campaign to give young people a needs-led, holistic level of support. At present, the responsibility for young people's needs is divided among too many departments, and the result is a narrow focus on the physical and social needs of young people.

Only co-ordinated local policy-making and action will show up other, and broader, possibilities.

Save the children

Teachers who are unsure about their role and responsibilities in identifying and stopping child sexual abuse will take cold comfort from the current furor which has shown the professionals to be so divided as to invite questions on their basic competence in this notoriously difficult and hitherto neglected area.

First, the figures. Cleveland's child abuse consultant Mrs Sue Richardson apparently thinks that as many as one in three children in the county may be at some point sexually abused. A MORI poll suggests that one adult in 10 may have been abused during childhood. The NSPCC's studies of 11 local authority registers (the only systematic national statistics until a year ago) have revealed a big rise in its incidence, but the reliability of its evidence has been seriously questioned. Its definition of abuse (page 5) sounds a bit vague and general.

Then there is the problem of symptoms and how to interpret them. One doctor has come into violent conflict with his colleagues through his insistence that some allegedly "battered" children had merely been suffering from brittle bones. A more central argument this week turns on the difficulty of distinguishing between the marks of criminal sexual activity and those arising from coitus interruptus, and even from certain detergents in bubble baths. Much abuse of a very harmful nature leaves no physical trace.

Dangers of mis-diagnosis increase as the investigations move to the interview stage. The Great Ormond Street hospital, using anatomically correct dolls, has for the past year been the subject of hot debate. Some critics

are emotionally damaging to the children.

And finally there arises, where abuse is proved, the question of help. "Better safe than sorry" say some social workers as they take young victims from their families. Yet as experts have testified this week, the trauma of family break-up, and sometimes of guilt (however unjustified) on the part of the victim, can be as damaging emotionally as the original sin. A recent CIBA Foundation study group called for more therapeutic help as a way of encouraging parents while there is still time to prevent the worst from happening. A caring society cannot afford to neglect all the victims – adults as well as children.

The primary heads whose views we report this week (page 5) bring out the difficulties they face in an area where broken homes are the norm, and in families where young children are starved of affection. Outside intervention must above all be sensitive. As one head points out, children get upset for 101 reasons, so emotional disturbance must not be allowed to lead, as in the present hysterical climate, to an instant leap to the worst conclusion.

One head in Cleveland sets her face resolutely against "hard and fast" procedures which schools should follow. But the national secretary of the National Association for Pastoral Care in Education argued in this paper last November that all teachers should be given guidelines on procedure, not least so that they themselves should have legal protection should things go wrong.

NO COMMENT

The supervisor is requested to read the following correction to the candidate's Page 2, line 11 for "Translate into English" read "Translate into French".

From a note marked "For the Supervisor-Only" sent by the Oxford and Cambridge Schools Examination Board for the SCE Advanced Level, dated 11 June 87.

Second opinion

Teachers have a word for it

Hilary Menzies's article about the language that teachers use on school reports was both exquisitely well timed and uncomfortably near the truth (*TES*, June 26). Traditionally, Wimbledon entered its second week, teachers the length and breadth of the country were engaged in that seemingly endless task.

For most of us, selecting the right word or phrase doesn't come easily and we end up with something that totally fails to relay the information we had intended. In addition, there always seems too much space, or too little, and as frustration builds up, the futility of it all seems overwhelming.

Yet, the inadequacies of annual written reports have long been recognized. In 1967, the *Flower Report* described them as "... often being a waste of time" and "so conventional that they conveyed nothing to parents".

In 1971, Senia Jackson reviewed 50 reports submitted by members of the Advisory Council for Education. In her analysis, "These bad school reports" (*Where? No 54*), she concluded that 90 per cent were simply extensions in "bureaucratic form-filling of the most pointless kind". She described how their special "telegraphic language" was used, not to convey information but to signal approval and disapproval and how "negative judgements" were numbered "positive judgements" by staggering five to one. She concluded: "Surely no other aspect of school life has changed so little over 20 years as should it be 50 years".

More recently, in 1977, the *DES Green Paper, Education in Schools*, was highly critical of the "inadequacy of written reports" and called for "more comprehensive and comparable reporting to parents".

Now, here we are, years on and not so far forward. Why do teachers have no progress? Why do teachers continue to use such peculiarly stilted language on reports? Why don't we, what we mean, instead of contrived sentences, heavy in terminology but light in substance?

As Ms Moriarty suggests, one reason is that teachers must write for a variety of agencies simultaneously. We have to appease parents, conform with colleagues, satisfy the head, and so on. It is not to totally demoralize the pupil, but the little wonder that teachers qualify their statements and that comments become neutralized and watered-down.

A second reason may be that teachers are wary of committing to paper categorical statements about pupils which, appearing as they do in an impersonal and decontextualized form, are easily misinterpreted.

There may be more deeply in the hidden rather more deeply in the subconscious. In his book *The Hidden School* (1979), Peter Woods refers to the "hidden function" of the report. He regards it not only as an assessment device, but also as a means of reassuring parents as motivations, as a vehicle for promoting teaching as a profession with its own mystique, legend, terminology.

By adopting a totally unique style of writing, teachers are able to communicate the impression of detachment and omniscience such as is attributed to any profession. This, in turn, helps to increase the professional image of the teacher as an expert.

Farfetched or not, Woods's explanation certainly deserves serious consideration. And should he be right, the truth, it is conceivable that reports for the next 50 years will remain as unaltered as they are through the last.

ROD CROSS, *Head of a middle school, Solihull*

IN BRIEF

Social class advantages

The children of graduates do just as well in state schools as in the independent sector. A survey for the Department of Education and Science has shown that children from social class 1 or those with graduate parents have an equal chance of going into higher education whatever type of school they attend.

But, among young people from other social groups, entrance to higher education was more likely to follow attendance at an independent school. The survey also shows young people from higher social class backgrounds achieve better A levels on average and are more likely to apply for a university place.

Young people's intentions to enter higher education, a report of a survey carried out by the Social Survey Division of the Office of Population Censuses and Surveys for the DES, is available from HMSO, £11.50. Next week's *TES* will analyse the report and new trends in Oxbridge applications.

Tennis complaint

Four teachers alleged to have left 40 pupils outside Wimbledon while they watched a match, face a disciplinary hearing today.

Parents of children from Tipton comprehensive in Sheffield complained that children who had paid £37 each for the trip were left unsupervised for four hours. When the school party arrived only eight tickets were left and four teachers and four pupils managed to get in to see the game.

The hearing will be in front of the chief education officer and the head of the school.

Case for field work

The Geographical Association has told Education Secretary Mr Kenneth Baker that charging for field trips could lead pupils from poor backgrounds to miss out on an essential part of the subject.

A delegation met Mr Baker last week to present the results of an 18-month project on the place of geography in the curriculum. As well as making the case for fieldwork, the association wants to see more training in the safety aspects of school trips. It also argues for more geography in primary schools and more specialists among advisory staff.

Parents win fight

Parents of 30 Birmingham children have won their fight to send them to the school of their choice. The Labour-controlled city council has decided, after previously opposing further expansion at the popular Baverstock comprehensive, to increase the intake to accommodate the children.

ILTA dispute

Mr Mike Losely, the general secretary of the inner London branch of the National Union of Teachers, has won the latest legal battle against attempts by the union to remove him from office.

Mr Losely, one of eight London branch officers expelled or suspended from office for organizing unofficial action over Mr Kenneth Baker's legislation on pay and conditions, was granted a further injunction restraining the union from removing him from office on Wednesday. The matter will go before a full hearing.

Free meals

More than two-thirds of pupils in the London borough of Tower Hamlets qualify for free school meals and almost half are from homes where English is not the first language.

The latest figures suggest Tower Hamlets is the poorest part of the capital and confirm the trend of increasing inner-city deprivation.

Braille assistant

Manchester's education committee is to appoint a full-time Braille transcriber for Trinity-C of E high school to ensure equal opportunities for the visually impaired.

NEWS



In the mood: these young recorder players were among 1,800 children taking part in the "Festival of Voices" held at the Albert Hall last week. The National Association of Primary Education, which staged the event, made a profit of around £1,000 and intends to hold the festival annually.

NAS/UWT to go it alone over renewed strike action

by James Meikle

The National Association of Schoolmasters/Union of Women Teachers is to resume strike action this term over the less of negotiating rights – even though the larger National Union of Teachers has decided against such a tactic.

The NAS/UWT's decision means that up to 12,000 teachers in 36 local education authorities will be involved in half-day strikes between next Monday and the end of term.

The NUT has promised, however, "demonstrative days of action", which may include a national one-day strike next term. The first will coincide with the Conservative Party conference early in October.

The two unions insist there is "total agreement" that the campaign to win back negotiating rights must continue. The NAS/UWT has been under

pressure from its membership to continue half-day strikes while NUT activists were dismayed when Mr Doug McAvoy, the union's deputy general secretary, expressed his opposition to continuing such action under a newly-elected Conservative government.

But the NUT leadership generally agrees with Mr McAvoy that creating alliances with parents and local authorities to "protect" state education from recent Government proposals would be easier without disruption. The NAS/UWT also stresses that it is not embarking on indefinite strike action.

Mr Kenneth Baker, the Education Secretary, said pupils would be victims of "pointless disruptive action" and individual teachers were "showing the way" by leaving the two militant unions.

He called on the unions to devote

their energies to responding to consultations on future machinery for determining teachers' pay.

Union leaders met Mr Baker last Thursday but, as expected, received no promise that direct negotiations would be restored. Some felt the Minister was more conciliatory than he has been in recent months.

Areas to be hit by strikes are: Durham, Liverpool, Wirral, Sefton, Knowsley, St Helens, Trafford, Manchester, Rochdale, Salford, Oldham, Derbyshire, Rotherham, Doncaster, Barnsley, Sheffield, North Yorkshire, Leeds, Wakefield, Kirkcaldy, Bradford, Hillingdon, Nottinghamshire, Birmingham, Wolverhampton, Hertfordshire, Hampshire, Bexley, Merston, Barking, Havering, Newham, Redbridge, Waltham Forest, Kent, and Gwent.

Law on collective worship may change

by Bert Lodge

Church educationists broadly welcomed proposals this week from Mr Kenneth Baker, the Education Secretary, that the school day should no longer begin with an act of worship attended by the entire school.

A consultation paper sent to religious education bodies and teacher unions suggests sections of the school could hold a religious assembly separately and at different times of the day.

The Catholic Education Council, however, expressed some concern at another proposal in the document to allow pupils over compulsory school age to opt out of collective worship. "This would not be acceptable to us," Mr Michael Power, the deputy secretary, said. But he recognized that because the 1986 Education (No 2) Act gave pupils over 18 the same right of appeal as parents in cases of disciplinary exclusion, it could be argued they could also claim the right to opt out of worship and RE.

Endorsement of the proposals would do no more than regularize what has been common practice in many schools for a number of years.

At the British Council of Churches annual conference last year the Church of England called for flexibility in the timing and organization of worship. Mr Colin Alves, the secretary of the board of education, stressed that this did not mean division by faiths.

Mr Baker's proposals, to which he asks for reactions by September 11, still do not meet the policy of the National Association of Head Teachers adopted in 1985. This calls for the nature and frequency of acts of worship to be the responsibility of governors and the head.

Library budgets

The purchasing power of public library book funds fell by 34.9 per cent in England and Wales; 28.8 per cent in Scotland and 77.6 per cent in Northern Ireland between 1978/79 and 1983/86, according to the Educational Publishers Council.

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Labour group retreats on grammars abolition

by Jeremy Sutcliffe

The ruling Labour group on Warwickshire County Council has shelved plans to abolish its remaining grammar schools.

A statement issued by the group, which governs with Alliance support, said the view it would be pointless and a very expensive waste of time to consult about proposals that are bound to be rejected.

Mr Roger Peach, chairman of the National Grammar Schools' Association, says the county's decision reflected "a new air of reality" towards the remaining 150 or so English and Welsh grammar schools. "It is a recognition that an opposition education authority has recognized that," he said.

Mr Neville Mallon, head of the King Edward VI boys' grammar in Stratford-upon-Avon, also welcomed the decision.

Its governors last week decided to take it out of the state sector if the comprehensive plan went ahead. But it will now remain within the local education authority.

The last local education authority boycotting the Government's Technical and Vocational Education Initiative ended its resistance last week.

The now "hung" Kirkcaldy authority reversed its decision when Labour voted with the Conservatives to defeat Labour's largest party.

The directly elected education authority instructed to prepare plans for a pilot



King Edward VI: replayed

tion authority. The London borough of Kingston upon Thames, where the Alliance holds control with Labour support, will continue with plans to abolish the remaining grammar schools. But this could change later this month if the Alliance loses a local by-election to the Tories.

Last TVEI rebel gives in

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If state school heads are to become more like those in the independent sector the gap in resourcing must be remedied

Winning the hearts of heads

There is nothing like a majority of 102 to concentrate the mind on the election manifesto of the victorious party. In the case of education, the Conservatives' manifesto promised radical reforms; these very same reforms will now be presented as part and parcel of the Education Bill which is due to be laid before Parliament this autumn.

The Government, and in particular the Secretary of State for Education and Science, have often emphasized the importance of the role of heads in this New Order. Indeed I was roused from my semi-somnolent state at 3.15am on June 12 by the voice of Mr Kenneth Baker, on BBC TV (telling us that the three key elements in the future education service would be parents, heads and governors. Accordingly, if heads are to be a crucial element in the delivery of higher standards and if the Government will, as is rumoured, pay more attention to their views than to most others, it behoves us to look carefully at its proposals as perceived by those who will have to run the schools in the years to come.

It is always difficult to enter into constructive dialogue when the basic arguments in favour of radical reform are badly flawed. For instance, the Government alleges that schools are adequately resourced but clear contrary evidence is provided by the inadequacies in terms of books and equipment; by the House of Commons Select Committee report which commented adversely on the resources made available to implement the Education Act 1981 and by the level of provision for the GCSE examination, which is the subject of universal condemnation.



The Government may have won a substantial mandate from the electorate but it has still to convince headteachers that its educational reforms will benefit schools rather than merely emasculate local authorities. David Hart sets out the four key questions that Kenneth Baker must answer

The Government also argues that some of what is taught seems irrelevant to a good education; that standards of personal discipline and aspiration are too low and that, in certain cases, education is used for political indoctrination and sexual propaganda. I am the first to admit that some teachers do have inadequate expectations for their pupils and that a small minority of local education authorities have been guilty of excesses, whether in terms of curricular policy-making or just plain political interference with the running of schools. But that is no justification for undermining the local authority administration of education which is threatened by some of the manifesto proposals.

Although it may be difficult to engage in a positive exchange of views with those whose minds are already made up, I firmly believe that this is the only way forward. We have to tell the Government not only why we are opposed to some of its policies, but also whether we see practical difficulties or obstacles in the path of any of its initiatives - bearing in mind the ultimate responsibility of our members for

the control of schools.

For instance, the devolution of control of school budgets to all secondary schools and many primaries does have some advantages, particularly in terms of meeting the needs of individual schools and providing flexibility to determine the priorities for those institutions.

The suspicion remains, however, that the Government might pay lip service to the need to plan such a change with the greatest possible care because of its desire to move urgently in the direction of removing local authority control from such a crucial source of power.

Accordingly, the Government must make a positive response to four key questions if it is to allay the anxieties of headteachers and prove that we are involved in an exercise designed to benefit schools rather than emasculate local authorities.

Those questions relate to the need to:

- train heads and senior staff;
- give additional support for heads at senior and administrative levels;
- provide adequate overall resourcing based on a budgetary formula fair to all schools; and
- recognize the additional responsibility/accountability of heads in terms of additional remuneration.

Undoubtedly the most controversial area for debate will be the series of changes which will be the subject of a general heading of parental choice. First, we are to see parents given the right to send their children to the school of their choice, provided it can physically accept them. This demolition of the barrier between the state and independent sectors will be a major step towards the formation of a "fourth estate" to live alongside the independent schools, county schools and the voluntary-aided sector. The effects on the public sector, the county or voluntary-aided schools will be difficult to gauge

number of schools in acute difficulties. More and more schools will cease to be viable; "unpopularity", which is often not the fault of the head or staff, will be reinforced; more resources will have to be spent to support the curriculum in schools which simply cannot be closed; and some heads in schools whose future is at risk will have to spend much time sustaining the morale of their staff.

Second, there will be an expansion of the "quasi" independent sector by means of city technology colleges and the right for schools to opt out of L.E.A. control. Much has been written on CTCs, and the "opting out" proposal has been surrounded by considerable confusion in terms of its practical application. What is clear, however, is that both ideas originate from the basic philosophical belief that the time has come to loosen local authority control over schools as a means of raising standards.

I am sure that many heads will agree with me that the Government has deliberately avoided the obvious need which is to look at the means by which standards can be raised within our existing system. If it had wanted to bring about radical changes in a system under L.E.A. control, it could, for instance, have taken a serious look at the way in which "magnet schools" or "centres of excellence" have been developed within an equivalent system in the United States.

Instead, it has chosen to encourage the formation of a "fourth estate" to live alongside the independent schools, county schools and the voluntary-aided sector. The effects on the public sector, the county or voluntary-aided schools will be difficult to gauge

but an ability to attract teachers at better salaries, to control a selective admission system and to gain access to greater resourcing via a combination of government grant, individual support/sponsorship and parental contribution, will be a powerful counter-attraction.

The role of the heads in such a new order is bound to be a key one. They will be accountable in a direct way for the decisions taken when they are responsible for their school budgets; they will be answerable to governors and parents in connection with the delivery of any national curriculum, let alone for the results of any national testing system; they will be in competition with their colleagues when admission limits have been abandoned and some heads under pressure to "sell" their schools in order to fill them; and their influence will be crucial when it comes to decisions by parents/governors for or against opting out.

We cannot ignore the manifesto which a majority of 102 believe, nor can we deny the fact that if the Education Bill becomes law, it is our members' duty to do their utmost to run their schools as efficiently as possible in the light of that law. However, the Government intends to pass a law and leave it to the L.E.A.s, heads and the rest of the practical service, to sort out the practical problems. The impractical results, then we must express our reservations and campaign vigorously against those aspects which we oppose, both before and during the Bill's passage through Parliament.

At the end of the day heads may well recognize that they do indeed have a critical role to play in the "new order of things". But they will never be convinced that that role has been recognized by the Government until it gives them the support they need to fulfil that role in the arena of resourcing. If the heads of the future are to be maintained in the sector, they must be more and more able to compete with their colleagues in the independent sector, then the gap in resourcing, which is running at well over 30 per cent, must have to be remedied.

David Hart is general secretary of the National Association of Headteachers (NAH) and a former headteacher.

Child abuse figures spark calls for inquiry

In a week when child abuse continued to make the headlines, Diane Spencer examines the background to the problem and Sarah Bayliss talks to primary headteachers about what happens in their schools

The large number of child sex abuse cases referred to the Cleveland social services department in May and early June have provoked fierce national debate and calls for a national inquiry.

Out of the 202 cases referred in Cleveland, 113 children were subject to place of safety orders. Of these, 83 were diagnosed as having been sexually abused and 30 were injured in other ways or neglected. Last year the authority identified 49 children as having been sexually abused. Mrs Sue Richardson, Cleveland's child abuse consultant, is reported to believe that as many as one in three children in the county is being sexually abused.

Last week, the National Society for the Prevention of Cruelty to Children released figures which showed that child sex abuse had increased by an estimated 137 per cent in 1986 - from 2,932 cases in 1985 to 6,330.

The society bases its estimate on the

number of cases recorded on child abuse registers in 11 local authorities in England and Wales.

Other quoted evidence comes from a MORI poll suggesting that one in 10 adults was abused sexually as a child.

This week, the Association of Directors of Social Services circulated its findings of a survey of 100 local authorities which showed a 22 per cent increase in general child abuse between 1985/86.

There are now 30,000 children reg-

Neither does the Department of Health and Social Security keep statistics. National figures are kept only for the number of children in care; there is no breakdown of reasons for them being taken away from their parents.

However, the ADSS survey showed that two authorities' statistics on child sex abuse which, taken together, revealed an increase from four cases to 42 from 1980 to 1985, and then a leap by 95 cases from 1985 to 1986.

Authorities have difficulty in categorizing what precisely is sexual abuse. Definitions vary from one authority to another, according to Mr Brian Roycroft, director of social services in Newcastle and vice-principal of the

ADSS. "The NSPCC's working definition is: 'The involvement of children in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or that violate the social taboos of family life. The term relates to abuse by parents or caregivers in their failure to protect their child from abuse. It includes not only incest as legally defined but also sexual relations with others such as adopted children or step-children. The term includes sexual intercourse, hugging, fondling, oral sex, mutual masturbation or the involvement of children in pornographic activity or in prostitution.'

Mr Roycroft believes there is no evidence that there is more child abuse than when he became director in 1967, but detection has "immeasurably improved because of better teamwork between teachers, education welfare officers, health and social workers and police".

Teamwork had become more effective after authorities had been "severely jolted by the Jasmine Beckford inquiry," he added.

The Home Office announced last week that it would increase the maximum penalty for wilful child neglect from two to 10 years in a new clause to the Criminal Justice Bill.

In the meantime, the DHSS has given an interim grant of £5,000 to a charity called PAIN (Parents Against Injustice) set up two years ago to unmask wrongful diagnosis of child abuse and reunite families with children in care.

turn of how we should educate children into a sense of keeping themselves safe.

On the first issue the authority's guidelines are very clear. How we are going to educate children into being safe is more complex.

Abuse is high on the agenda in terms of curriculum development and by next term we are hoping to have a whole-school policy as part of the health and safety curriculum. But we do feel it's best handled by the class teacher in the normal week's work.

We are aware of the physical signs of abuse, bruising and so on, and also the extreme changes in mood. But beyond this it does become extraordinarily difficult to identify and although we've had suspicions about children, we've come across virtually no cases ourselves.

CLEVELAND

A headteacher with nine years' experience in a large primary school - 360 children and 17 teachers - serving a 1930s' council estate in Middlesbrough.

"We have very few families here where the natural mother and father are living with their children. We stopped talking about 'mums' and 'dads' a long time ago. When we attend a social services case conference the family tree is often very complex.

The general culture is one of late-night horror films, children watching sexual scenes on television or at home, a high incidence of physical and verbal violence among the children. We constantly have to work with that - teaching social skills, doing group work and counselling.

The most common way for us to become aware of sexual abuse is through the child confiding in the teacher - telling a story. Something's happened at bedtime or bedtime - usually with an adult male - sometimes it's a babysitter. Occasionally, children make a veiled reference to something in a written story. Or the teacher becomes aware of a change in the child's behaviour pattern - becoming more introverted, for instance.

There are no strict rules which I have to follow. It's up to the individual school as to how to deal with it and I don't think hard-and-fast rules should apply. It needs a very sensitive low-key approach, just in case we're amiss. We've seen how medical professionals don't always agree on a diagnosis, so what hope have teachers got? We need to be very careful in making a judgement.

When a teacher has reason to be concerned she would talk to colleagues to get a second opinion. She would talk to me and we would contact our home-school liaison teacher, the education social worker, our "key person" in school for identifying special needs, and the parents - as and when appropriate - to get a full picture. Social services would pick up the case and there would be a case conference with doctor's evidence and so on. The child could go on the non-accidental injury list as a result.

ILEA

The deputy head of a West London junior school who has special responsibility for child abuse.

"There are three or four children in every year group whom we are very concerned about, so in my experience the estimate that one in 10 people suffer sexual abuse in childhood could be correct.

There was one particular case three years ago which was almost classic sexual abuse. Since then we have done out-of-school service courses and been to courses outside the school, so we are probably more aware than some other schools.

The first child we identified was a 12-year-old neglected, knocked about, often ill, with stomach pains and diarrhoea, looking as if he had been sexually abused. He was taken to a hospital and

Currently there are four sex abuse cases in school - two boys and two girls. Jody (not her real name) is six and came to us from another school. Her class teacher saw her simulating sex in the classroom and another teacher saw her doing the same thing in the playground. She would sit astride a boy and appear to simulate heavily involved with Jody's family so we talked to them. There would be a case conference next week but that is also in connection with a custody case in court the following week. The teachers have logged their observations of her and I will include them in my report.

Jody's natural father has disappeared and her natural mother is of low intelligence, recently married for the first time. Jody lives with an uncle during the week who lives with her boyfriend, each of whom has two sets of children - totalling six, including Jody. Here we have children with three different surnames living in the same house.

When we talked to the auntie about Jody's behaviour she blamed the weekend visits to the natural mother. Social workers say the step-father has been getting in the bath with the child and making her wash him. He has been barred by them from seeing Jody but that is not enforceable by law.

It is a very big headache actually identifying and proving cases. Jody is not one of the children at the centre of the Middlesbrough (General Hospital)

if her father was alone in the house.

There's a very strict procedure for referrals in the Inner London Education Authority which we followed when she had been bruising on her inside thigh. There was a full medical and although the school doctor believed that there had been penetration, because there was no evidence of semen there was no prosecution.

After that we always made contact with the family social worker when we were concerned about the girl's welfare. Later when she was at secondary school we learned she had accused a neighbour of interfering with her and she was then taken into care.

One of the problems is the shortage of social workers to be assigned to families at a case conference. As a result, problems are not getting dealt with early on and children are bringing more and more family tensions into school.

We are also worried about the borough gates opening - if we encourage children to talk we must have some action will be taken.

SUNDERLAND

The head of a primary school.

"I find the figures for child sex abuse pretty incredible, but that's not to say I think they are a load of rubbish. If we don't know what to look for, how can we say we don't think it exists.

We do need to be much better informed and clued up because, if there are cases which we're missing, we are failing the children. I've never found a case of what I would call deliberate physical or sexual abuse. I also believe that teachers are very sensitive to the vibrations that come from children. They are aware of children's moods, temperaments and relationships with peers.

The staff have been talking about the recent cases in Cleveland and the public inquiry. For them, the inquiry is a very real thing.

HILLINGDON

The headteacher of a junior school serving a mixed neighbourhood.

"In recent months the authority and members have done a lot to increase our knowledge of the problem. I have attended two mandatory conferences for headteachers on sexual abuse and another where the borough's guidelines on general abuse were introduced. We've all been given the 'Kidscape' pack but it's up to us to decide how to use it.

We've had several staff meetings to discuss our own approach, first in terms of how we would react should there be any cases in the school, and second the even more difficult ques-

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THE M&G GROUP

Gerald Haigh previews next week's national choral competition sponsored by the DES which heralds the Festival of Music for Youth

Ready to sing their uniform socks off

At 11am on Tuesday, July 14, the 40 members of the West Sussex boys' choir will step on to the stage of the Royal Festival Hall to open the first music competition to be sponsored by the Department of Education and Science.

The competition is the brainchild of Kenneth Baker, the Education Secretary, who said it "provides further evidence of the Government's support for the arts and, in particular, of my belief in the importance of music in schools."

The event is being run by Larry Westland's "Music for Youth" organization, under the general umbrella of the National Festival of Music for Youth.

Fifteen youth choirs were selected from tape-recorded entries to compete on the day. Each will present a 15-minute programme of their own choice, to be adjudicated by Michael Brewer, director of music at Chetham's school of music; Sir David Lumsden, principal of the Royal Academy of Music; and John Poole,

director of the BBC Singers.

They will select one senior and one junior choir to receive a DES Award and also name two highly commended choirs. In keeping with the NFM tradition there will be no rank order and no mark list, and all the choirs will receive a certificate.

While the NFM aims to encourage excellence, what really counts is being there. As Barry Clark, head of music at Montagu School, Kettering, said at a rehearsal last week: "I'm not thinking about winning. Without events like this, some of these girls would never hear of the Festival Hall, let alone sing there."

Montagu is a relatively new comprehensive serving the north of Kettering. The sixth form is small, though growing, and Barry Clark, an experienced youth choir trainer, demands high standards from his singers. "I want to establish that we do things in a certain way," he said to his girls at the end of the rehearsal. "Please have the proper socks on tomorrow night and, remember no jewellery!"



Barry Clark of Montagu School, Kettering, expects a glittering performance despite his ban on jewellery

The discipline was all there in the singing and I was filled with admiration for the way the girls worked, standing through a long, hot and gruelling rehearsal after a day at school. About 100 miles to the south-west, on a council estate in Swindon, the same kind of dedication was demonstrated on a Sunday afternoon in the hall of the Holy Family junior school, where the choir had come together

with their teacher, Patricia Langley-Poole.

The Holy Family choir, which comprises well over a quarter of the school for seven to eleven-year-olds, will present a medley of London songs. They will wear pearly costumes and the singing will be accompanied by attractive choreographed movement. Their enthusiasm as they rehearsed was infectious, but Patricia Langley-Poole also believes in the educational benefits of good choral work: in learning words and reading.

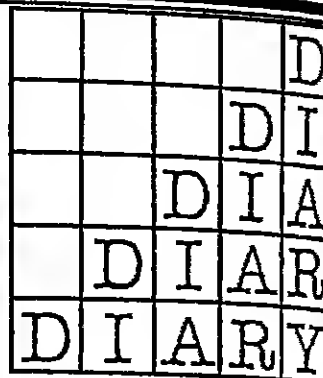
There are some sophisticated skills involved in running a successful school or youth choir. It involves understanding and knowing how to extract, often from very young children, that warm, supported legato line which is at the heart of choral singing.

There are subtleties, too. Barry Clark, for example, is an unassuming man, not given to the histrionics of the traditional maestro, but his singers hang on his every word. Patricia Langley-Poole similarly knows what she is about, something which the youngest child is capable of judging. In any area of school life, she knows that young children can be over-prepared: "It's not so good now, but if it peaks too soon they will get fed up."

So, as the competition draws closer, 15 directors across the country strive to bring their choirs to the boil at just the right moment, balancing a variety of commitments against limited time.

The competition will bring a bewildering variety of vocal music to the Royal Festival Hall, from Tallis to Michael Hurst, from Bach to Sibelius, from folk song to Gershwin. It looks a promising programme and by the end, awards notwithstanding, we should all go away rewarded.

The four-day National Festival of Music for Youth is the culmination of regional school concerts and competitions which lead to the School Proms in November, sponsored by the Association of Music Industries, Commercial Union Assurance, Marks and Spencer, and the TES.



Scots missed

School league tables are, it seems, nothing but hassle. The trouble is, statisticians will insist on getting them wrong.

The latest culprits are the group of ILEA researchers who ranked the London's 148 secondary schools on the basis of 16-year-olds' exam performance.

Schools were rated from category 1 (well above average) to 7 (well below) and factors such as area of school, catchment area and degree of social deprivation were taken into consideration.

The most intriguing criticism was the "not available" category allocated to the highly-regarded London Croydon School in Camden. According to the researchers' initial draft of the report, the school was to have received a category 4 rating (in average). But this figure omitted to take into consideration an impressive number of Scottish O grades.

It appears the ILEA wizards left out the Scottish grades from the school's exam score because they do not tally exactly with English O levels. This, the school's head Mr John McIntosh believes, despite the fact that they are more than gratefully accepted by universities and employers (who are very fond of London Oratory school's equivalent to O level).

Mr McIntosh's own calculation, using the ILEA formulae, put the school in category 1. "Why," he murmurs, "don't the researchers contact schools to discuss these matters before carrying out their analysis?"

It seems, however, that the limitations of such "weighted" figures are about to sink any future exam score tables in the capital. Dr Bill Stubbins, ILEA's education officer, has sent out a letter to all heads in which he says: "The freedom of information inquiry, established by the Education Act, is coming towards the end of its deliberation. This effort, coupled with limitations of the technique of predicting examination results (my italics) for each school... has led me to recommend to the committee that a group is established, on which heads will be well represented, to consider arrangements to the techniques."

"I am also recommending that no further results of this kind are published until that group has reported."

Shaky fixture

Francis celebrated the centenary of the priorities at the annual Harrow match was the cartoon of elegantly-dressed society ladies gossiping against a background of striped marquee with one of them suddenly exclaiming: "Oh look - there are some boys playing cricket!"

At least it showed the occasion mattered, if not the match. The yearly fixture, on the other hand, seems to have become insignificant on both counts. Played last week at Lord's, most of the press ignored it, and only "a handful" of spectators bothered to turn up, according to *The Times*. The decline has caused greybeards to muse about the size of the crowd, which saw the legendary C & F, already long-jump champion of the world, but for Oxford before the First War or the one which watched the Nawab of Pataudi hit 288 in the first fixture.

Besides the much-devalued game there was another sad token of the contemporary. Today, the captain, reportedly threw his cap at a Harlequin at 1940 to the ground, and the match ball with it when the bridge refused his suggestion to declare.

Acronym

Finding a way through the closed doors

Mr Francis Cattermole, director of the National Council for Voluntary Youth Services, is not happy with the news that the Government has at last agreed to include the youth service in its estimates for an educational support grant (ESG).

The "learning by achievement programme" will give the service £1 million next year, and £2.6 million in 1989 for outdoor leadership courses and a range of initiatives including community enterprise ventures for deprived youngsters, particularly those from inner cities.

"Mr Baker seems to be getting the message that the youth service can deliver education but I think ministers also need reminding that there is a much wider need. By all means target gaps in provision but don't relegate the service to a remedial role," he says. He also fears that without more local and central government support, the voluntary sector will be left to muddle through, often shooting wide of the target as illustrated by the Croydon Gold of Voluntary Organizations' report 1,000 Links - Youth Activity in Croydon.

The report showed that despite the fact that 1,000 voluntary organizations - from the scouts and church youth clubs to specialists, drama and sports clubs - were competing for members, the service was over-stretched, under extreme stress and run often by inadequately trained staff.

Attention to race relations was inadequate, many leaders felt they were in competition with schools and parents and it was questionable whether many of the groups were responding to the changing needs of young people. There were too few leaders, and they were overburdened, found it difficult to respond to demands and were too absorbed in fund-raising and searching for decent premises.

Youth workers throughout England and Wales say Croydon is fairly typical. One of the most common factors seemed to be the lack of openness of the clubs, particularly those based on religious groups.

Although many of the 1,000 Croydon organizations claimed to be open to all, few in fact were. Most were restricted by sex, friendship groups or ethnic and religious interests. In many cases, entry was restricted because of a lack of leaders or inadequate premises.

The genuinely open organizations, says Mrs Betsy Garrett, author of the report, were invariably "large youth centres with paid, trained workers". There was alarming evidence that leaders felt no one cared or listened to them, not even parents.

There was also evidence of youngsters increasingly turning to the youth service for social and vocational skills for work. But the repeated cry of voluntary workers was that it was not their job; it was for those with the expertise which could only be found in trained, paid workers.

Serious racial divides emerged. Several church leaders told stories such as "20 black people arriving" and overwhelming existing members.

For their part, the black youths felt "safe in groups", but when they visited clubs and discos, the white youths left and the newcomers were blamed for damaging the clubs.

Physically and mentally handicapped youngsters found the going worse



The youth service, often considered to be one of the "Cinderellas" of education, was the subject of a major review in 1982.

Five years on, Ian Nash looks at the changes since the Thompson report - and on this page assesses the service's present problems and shortcomings.

On pages 8 and 9, TES staff reports show a service which suffers from fears of racism in the clubs - and worries among personnel that their role may be reduced to one of providing a remedial service for misfits.

fully their funding of the statutory youth service relative to other claims on their total expenditure.

In 1984 the NCVYS produced its report showing that town hall treasurers had syphoned off £34 million youth work money for other purposes. It called for spending levels to be "assumed in the Grant Related Expenditure Allocation" and for detailed regular monitoring of L.E.A. expenditure.

Its further call for a statutory basis

ped youngsters found the going worse since they had no outside contacts other than parents, and the size of their problem was often not realized until specific provision was made.

For all groups, particularly the handicapped and ethnic minorities, expert advice and counselling was in short supply. There was little evidence of contact between specialist services, including the Manpower Services Commission, and the rest of the youth sector.

Mr Cattermole called for a return to the basic principles of the 1982 Thompson review of the youth service "which should be given a legal basis. Provision that is not statutory is hostage to fortune."

At the time of the report, Mr Alan Thompson said of the need for statutory provision: "It is not merely about administration, it is about giving clear and creative leadership, and that must come from a policy framework which is the responsibility of the Government to establish."

The youth service has felt let down since April 1980 when Mr Neil Macfarlane, junior minister responsible for the youth service, effectively condoned cuts when he said he did not envisage local education authority reductions on youth spending, but if they happened they should be offset by the voluntary sector.

A damning survey by the National Youth Bureau showed that 52 out of 73 L.E.A.s slashed youth spending by an average of 6.7 per cent following Government cuts. It warned that their magnitude "cannot fail to damage the fabric of the youth service".

The subsequent Thompson review was therefore launched in a climate of pessimism. Its call for a minister at the Department of Education and Science to co-ordinate all government work on youth affairs was doomed.

The report called for L.E.A.s to have a statutory responsibility to provide social education for all 11 to 21-year-olds (the NYB had wanted the age range to extend to 24), and for democratic councils of young people to be involved in decisions making in clubs, youth organizations, local youth councils and L.E.A. youth committees.

It also called for a national advisory council on youth affairs (this did emerge in the National Advisory Council for Youth Services but without the executive powers recommended by Thompson), and for the youth service to be actively involved in government training schemes.

Many criticized Mr Thompson's committee for not going far enough; Sir Keith Joseph, then education secretary, thought it went too far and simply urged L.E.A.s "to appraise care-

for the youth service went unanswered and the erosion of local authority spending continued until a NACYS/DES report published this year showed that fewer than half of L.E.A.s were observing the central recommendation of the Thompson report by giving "high priority" to young unemployed.

It showed that fewer than one in 10 L.E.A.s stressed the importance of the partnership with specialist agencies and fewer than one-third in a survey referred to special needs.

With or without legislation, L.E.A.s said they wanted more government aid through changes in rate support calculations, no penalties for overspending resulting from youth service work and for more money from section 11 sources to be directed at the service.

When Baroness Hooper, the minister now responsible for the youth service, meets the L.E.A. representatives and youth work leaders, these will be the least of their demands. All the signs are that there will be a renewed call for the youth service to be supported with legislation.



Tough going: little provision for the physically and mentally handicapped

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Continued on page 71

The rakes that helped Ms Hoggarth to progress

Ask most people about the Miscellaneous Provisions Act of 1975 and their eyes will glaze over as they fight back a yawn - unless they happen to be Liz Hoggarth, assistant director of Wolverhampton education authority. She admits to an enthusiasm for bureaucratic puzzles which bore most of her colleagues. And she will become just as animated over the complexities of the European Social Fund or small print in the Government's Educational Support Grant statements.

Thousands of 16 to 24-year-olds are indebted to Ms Hoggarth for her obsession with the sort of legislation that she uses to justify increasing expenditure on some surprising ventures in the name of the L.E.A.'s responsibility for the youth service.

Nor are her political bosses complaining - so far - since her work is proving cost-effective. A mass of mind-boggling statistics in the last BSG report concealed some interesting offerings, such as a grant of £20,000 over five years for youth

issues - a figure that the glazed eyes of many other education authorities missed.

"I found the money, partly, because someone happened to spot the report and put it on my desk." But she stresses that the real reason for Wolverhampton's good fortune is to be found in the password to Ali Baba's Cave; and that is "co-ordination".

In 1985, the report on a two-year review of youth services in Wolverhampton called for sweeping changes, including a switch from the narrow "leisure and personal development" style to one co-ordinating the efforts of all departments from housing and social services, to education and welfare.

It recommended youngsters should have a say in the running of a youth sub-committee which would be an umbrella body for all responsibilities including the youth training programmes, post-VTS education and political, economic and social self-advocacy.

The report echoed the Thompson review of national provision that had, two years earlier, called for a statutory basis for L.E.A. provision for all 11 to 21-year-olds, and for there to be "effective and regular consultation" with voluntary organizations. It also called for a minister to co-ordinate youth affairs.

Both the Wolverhampton and Thompson reports said the youth service should be funded at a high level; a statement that Ms Hoggarth considers more crucial than any statutory demand "which would undoubtedly be statutory in word rather than deed, and in many L.E.A.s would result in minimum, not maximum, provision".

In the interim scramble for ever-diminishing resources since the Callaghan government of the mid-70s set the pattern for cuts, youth affairs have come bottom of the pile (along



Treasure hunters: Liz Hoggarth and her colleagues, Steve Tappin and Kantil Patel, have found that it pays to study the small print of Government grant statements

with adult education) after schools and further education which have statutory support in the 1944 Education Act.

Many L.E.A. youth officers saw the writing on the wall and pressed for the service to be subsumed by leisure and recreation. A chief officer for youth who was number two in recreation would have more political clout when arguing for money than a number five in education. Notable successes included Avon and Birmingham.

But many authorities see education, and increasingly the job training programmes, as a raison d'être of the service, and were worried about the low-level image of "darts and ping-pong" that it conjured up.

Avon and Birmingham show that the fears are unfounded, but Wolverhampton went a step further. After 12 months of feasibility studies Ms Hoggarth was appointed as a number two to the chief executive to ensure that every department met its commitment. Her co-ordinating role also eliminates unnecessary and expensive duplication of effort.

"We had to look further than recreation and leisure because of the drastic rise in unemployment," she says. "Leisure costs money. There is no such

thing as the leisure society. If there is no work there is no money to buy things, and young people have no means of belonging to an adult society."

Unemployment also leads to homelessness and a drain on the rates. The statistics speak for themselves. Last year 37 per cent of the 22,307 unemployed in Wolverhampton were under 25. More than half had been out of work for over a year, with the ethnic minorities hardest hit. While the town's population overall is falling, the numbers aged 15 to 20 are rising sharply.

The youth review showed that six out of 10 people on the housing waiting list were single; 40 per cent of them under 25. Since the review, says the L.E.A., these proportions have risen by between one-sixth and one-fifth a year.

Evidence in the report also showed considerable and increasing demand for leisure facilities and - particularly in the town centre - for counselling services, sports facilities, live music and self-help workshops.

Offences involving hard drugs fell slightly to 1,005 last year and across the West Midlands in general, juveniles

were responsible for almost one in four of all detected crimes. With school rolls expected to decline by one-third over six years, the question was how far funds could be diverted not just to alleviate disaffection but help youth.

"Beyond recreation, we need a training and education strategy that links in with the borough's economic strategy and has critical links with employers, the YTS, Community Programme and L.E.A. schemes," she says. But even that is just a beginning.

Wolverhampton has embarked on a five-year project to give youth organizations more than an advisory role. And if the Youth Arts Group, one of the first beneficiaries, is anything to go by, they will have considerable economic autonomy.

Last year, the group handed a budget of £18,000, but only after the training and support needed to cope with such a responsibility.

The arts group was a turning point. "Councillors of all political colours who took the initiative also took a bold step, saying they were going to give a greater measure of trust," she says. It was not taken lightly, but followed the careful dismantling of the adult, youth and community service with a budget of £2.16 million.

Next year, youth spending will rise by £365,000 unless the new political administration dismantles the co-ordination. Labour lost control to the local elections, ending up with the same number of seats as the combined opposition parties.

When a Labour member fell ill 10 minutes before the mayor-making meeting, the Alliance voted for a Conservative mayor giving the opposition control through the casting vote.

That the new bosses seem reluctant to temper, however, is all to the credit of Ms Hoggarth and her colleagues.

She does not pretend the service has solved or even tackled the deep-seated problems. "We have to go," she said. "For example, improved partnerships with the voluntary sector are essential. If running clubs for its deaf, you need help from specialist agencies."

Numerous schemes are blossoming in collaboration with organizations from the Gateway Club to the Muslim Asian groups. Some of the schemes were always there, only now the voluntary organizations are no longer reeling from the improved funding arrangements.

And, of course, they benefit from any extra money Ms Hoggarth can find.

"Making connections between what is complex bureaucratically and what young people are asking for, and making it work, is one of the things that excites me about the job," she says. "It is a matter of having someone as high up as possible to push and co-ordinate. That is what has lifted the youth service up from being an extra to a priority."

Ian Nash



My wife doesn't usually express the slightest concern about my job, reporting on the antics of the Birmingham Committee or the complexities of the rate support grant is hardly a hazardous occupation.

But when I told her I planned to spend a Monday evening in Brixton, south London, her response was immediate: "Be careful." A colleague who lives in the area was more specific: "Make sure you get a taxi - it's silly to walk about after dark."

Having arrived safely at my destination - the Chestnut Lodge youth club - I asked the members, a group of about 30 youngsters, mostly male, mostly white, about the media image of Brixton. They were amused, and a little annoyed, that to the world at large Brixton youth is synonymous with broken glass, mug-bug and Althea Davis.

My introduction to the group was off-putting. Accompanied by a photographer, I was ushered into a crowded television lounge. Silence descended. The senior youth worker introduced me as a reporter writing a story about how teenagers perceive the youth service. Yawns all round.

This was clearly a bad idea. The photographer snapped. I moved, the youth workers hid their eyes and after half an hour I had discovered many of the youngsters' mind to television. I left. A few minutes later I was back.

Earlier in the evening Mr. Stuart Grinstead, the man who runs the club, had given me a pointed lecture. Back in the early 1980s, when the time line Mr. Grinstead took over, many of the

Bred and bored in Brixton

had broken out over who had the right to use the pool table. He did not go into details, but I was left to understand that blood had flowed.

The club was closed for a month or so and much agonizing took place over its future. It re-opened minus pool table, but with a new-found faith in "curriculum development".

This is a complex subject, but boils down to the youngsters spending their evenings doing something useful. It is or so it seems to me, rather traditional, a view taken up later in the evening by the club users.

The useful things on offer are impressive - a music room complete with tape synthesizers, four-track recording system and equipment so advanced that it cannot begin to describe it. There is also an art room, a coffee lounge, a video studio with film-making facilities and, for those who lack so much as a television set, a video and neo-Tudor kits that once belonged to Jack Buchanan - a musical comedy star from the years before rock and roll.

The purpose of the club, according to Mr. Grinstead, is to help the members maximize their potential. To this end he has the choice available to young



people by the Inner London Education Authority, are by nature subversive. Mr. Grinstead was sounding to me very conservative. I asked him whether "social control" was part of his job. "No - but I suppose we are doing that by creating an environment within the club of calm and stability."

Mr. Grinstead said, I am told, youth workers in general, place much value on education. Many teachers of my experience have become cynical. They do it for the money. As far as I could tell, Mr. Grinstead believes in what he is doing. He told me that a good youth worker "had to have it in his or her guts".

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Out of their depth at the seaside

Coping with family break-ups and resisting the lure of readily-available drugs are two of the main problems for young people attending the Harewood youth centre in Bournemouth. Mike O'Connor, the club's leader, reckons that nearly half of the members come from broken homes; several live with grandparents.

None of the youngsters takes hard drugs, but many have experimented with cannabis and butane gas. Heroin is easily obtainable in the Bournemouth area. Youth leaders believe it is smuggled through the nearby ports of Southampton and Poole; the pushers head for the affluent Bournemouth suburb, where they know young people can afford it.

Although Bournemouth youngsters are comparatively well-off, finding good accommodation is another problem. The holiday trade pushes rents up and reasonably-priced bedsits and flats are "a bit gritty," as 18-year-old Nick Marvin put it.

House prices are rising nearly as fast as in London. "I don't see how kids of this age can ever conceive of getting a place of their own," said Mike O'Connor.

Many young people are forced to remain under the family roof. This can cause tensions, particularly when they have to give up their rooms for foreign students to boost the family income. One apocryphal youth service story tells of the lad who slept in the garden shed to make room for a French student.

Unemployment is obviously less of a problem than in many other parts of the country; there are always plenty of low-paid seasonal jobs and Bournemouth is one of the most rapidly expanding areas in Britain.

There's a very strong attitude in Bournemouth that there's no need to be unemployed. Even some youth leaders are unsympathetic," said Mike O'Connor.

But it's difficult to find long-term employment which offers career prospects. Nick Marvin left school with a clutch of O levels, yet he was unemployed for six months before he found a job with a double-glazing firm. "It's very discouraging applying for labouring jobs - humping round fruit machines - and being rejected," he said.

Relations with his family became strained. "I had a lot of arguments with my parents. I got very moody and it would turn them up," Nick explained. Harewood offered a refuge. "It's nice to be on your own somewhere without anyone going on at you."

The club is spacious and well-equipped, thanks partly to the members, who raise money for new equipment themselves.

"We can't find youngsters jobs and accommodation, but we can offer them a place to relax and some help to decide what they want," said Mike O'Connor. Both he and Trevor Dean, one of the part-time leaders, agree that informal counselling is a vital part of their work. They dismiss the "shock-thriller" tactics of videos on drugs and AIDS as counter-productive, and prefer the low-key approach of displaying information and discussing it with club members.

The young people are enthusiastic. Harewood said and they find the club a safe place to go. "I've got a lot of friends here," said Nick Marvin. "I like the atmosphere."

It's a close-knit club. If someone has a problem, one of the leaders soon gets to know," according to Nick Marvin. The anti-drugs message seems to have hit home too - club members ran a "Harewood says no to drugs day," with a disco and barbecue and 200 youngsters pledged not to take drugs.

However, the leaders feel that their training has been inadequate. "My training hasn't equipped me to deal with problems - only to listen to them. It didn't tackle counselling, just finding equipment and camp sites," said Trevor Dean, who has been a part-time paid youth worker for 10 years. Current courses now include counselling and information on drug abuse, but experienced leaders often need to update their training.

However, part-time youth workers in Dorset are not paid to attend refresher courses, although most of them have full-time jobs in addition to their youth work. The local authority view is that people should be prepared

to top up their basic skills in their own time.

Mike O'Connor does much of the training of part-time workers at Harewood himself, although he is not a qualified instructor. He thinks there should be more paid training by the youth service.

Mike O'Connor: youth workers need more paid training



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"Youth workers who've always worked in activity-centred clubs find it hard to know how to respond to drugs," he said.

Grant-related in-service training (GRIST) may help to plug some of the gaps, claims Bernard Dowling, the area youth leader for Bournemouth

and Christchurch. Southampton University runs a course on counselling for youth workers under this scheme. But even full-time leaders have to attend GRIST courses on a voluntary basis: the youth service budget will not stretch to providing cover.

Leaders complain that clubs are under-staffed; some have only one full-time leader. It can be difficult to meet the needs of girls as only five out of 58 full-time youth workers in Dorset are women.

"There aren't as many activities for girls," said Natalie Marshall, a lively 15-year-old at Harewood. "The boys think we should make the coffee all the time."

The authority would welcome more female applicants, according to Bernard Dowling, who says that equal opportunities legislation has made it more difficult to advertise for women.

Dorset is making efforts to consult young people about their needs. Two club members are represented on the management committee of each club, and the authority is organizing a series of conferences for young people to contribute to a five-year plan for the youth service.

Some leaders are fairly cynical about the consultation exercise. One said, "It's silly to mislead people's expectations if you haven't the resources to fulfil them."

Susannah Kirkman

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SCHOOL TO WORK

FE course 'kite marks' buffeted by critics

Growing anxiety in the further education sector about the operation of the new National Council for Vocational Qualifications surfaced this week after the council named the first batch of occupational qualifications to receive its endorsement.

The four "kite mark" qualifications are in electrical installation, food preparation, travel and vehicle repair. Three are certified by industry training bodies and the City and Guilds Institute, and the fourth with the Business and Technician Education Council.

Mr Jack Munsell, retiring chief officer of the Further Education Unit, told *The TES* the council was failing to do the job for which it was set up: to create a coherent system of vocational qualifications which could be easily understood by everyone.

Instead of carrying out its plan of classifying qualifications at a number of levels which signified a common standard and a shared content of broad vocational education, the council was accepting qualifications which were narrowly suited to particular jobs and which could not readily be related to each other.

He accused it of yielding to pressure from the Manpower Services Commission and the "lead bodies" which it had chosen to specify the requirements of each industry. "The employers' narrow requirements were triumphing over the council's declared aims."

On Thursday Mr John Sellers, chief officer of the BTEC, hinted publicly at similar concerns. In a speech to the National Conference on Education and Training at Birmingham, Mr Sellers said: "Our relationship with the NCVQ is very good, but my concern is that I hear various sectors of industry demanding the same NCVQ level for things which are patently different in their educational and training demands. That is not a problem for BTEC, but it is a problem for the Government and for you in industry. As I understand it we are trying to make the system more simple for employers and employees to understand. If each industry gets its own set of levels, you simply have increased complexity."

Mr Sellers later made it plain that he was disappointed by the council's choice for its initial batch of recognized



Culinary skills: food preparation has received NCVQ endorsement

qualifications, even though one included a BTEC component. He said it was clear it had grabbed at readily available qualifications because the Government wanted quick action.

"I can see the kind of pragmatism which has dictated its action, but it does not help to establish the principle of levels which will be valid across industry. What is being lost is the vital requirement of qualifications at each

Edited by
Mark Jackson

level which make similar intellectual demands and tell you something about the ability of those who hold them."

Mr Sellers said he shared Mr Munsell's view that many of the lead bodies did not place much value on broad vocational education. In his speech he compared the situation with O and A levels and the degree system. "There is no doubt in anybody's mind that they represent certain standards, whatever the subject," he said - which was the declared objective of the reform of the vocational qualification system.

When the council started work earlier this year, its chairman, Mr Oscar

Fowler throws CBI's leading role into doubt

Major uncertainties cloud the Government's plans to reshape the Manpower Services Commission and give employers the dominant voice in its policies. A letter from the Employment Secretary to a special meeting of the commissioners on Tuesday implies that the Government is ready to write off the unions if they are not prepared to accept minority representation on the Commission in place of the parity they have until now enjoyed with the employers.

But the Government, it emerged this week, faces the more serious risk of forfeiting the existing level of co-operation of the CBI in implementing the programmes it entrusts to the Commission.

Mr Norman Fowler, the Employment Secretary, says in his letter that the Government is to take powers to appoint up to six employers in addition to the three CBI representatives, thereby establishing a block of nine employers in a body whose total membership will be increased to 15.

The letter says: "The legislation will amend the Employment Training Act 1973 to enable me to appoint up to an additional six members, so that there is representation of major sectors of employment which are not currently represented on the Commission, including the new technology industries, tourism and leisure services, retailing and distribution, banking, insurance and financial services, and the small firms sector."

However, he does not say how the new members will be chosen. It is thought they will either be selected directly by civil servants or that businessmen's groups in each sector will be invited to make nominations.

If this happens, the CBI will have to rethink its role on the Commission, Mr John Banham, its director general, told *The TES* on the day the Commission met.

Until now the CBI has accepted the overall responsibility for delivering employers' co-operation in programmes such as the Youth Training Scheme, to which it has devoted major effort and organizational resources. Mr Banham says that it can hardly

continue to do so if it is no longer required to speak for the employers as a whole.

"If the Government asks us to co-ordinate the activities of the employers represented on the Commission then we will be ready to do so, so far as they have not dissented from matter with us at all," he said.

He added that if the Government were not prepared to give the CBI any part in advising on the selection of the additional representatives and a clear responsibility for co-ordination, then the Civil Service would have to take the job itself. "We will simply not be in a position to deliver all the employers any more."

Mr Banham emphasized that he was no advocate of the corporatist arrangements which had operated on the Commission in the past and said he welcomed the principle of increased employer representation, but said he hoped the unions would not walk out of the Commission.

Mr Fowler has also told the Commission that he wants a similar change in employer representation on the Manpower Services Commission's other advisory bodies. Such changes will raise a number of other problems. Representation of education service, including career officers, has been restricted on grounds that it would make the work unwieldy.

If the Government insists on doing the same thing with the Youth Training Board, the youth movement and the voluntary agencies are likely to be asked to accept a new role with employers who would down the voice.

The phrasing of Mr Fowler's letter is exciting a considerable speculation among Whitehall watchers, including some of the MSC's own senior staff. It is headed *Manifesto on employment and training* and makes repeated references throughout its text to the Conservative election manifesto. Some observers take this as a sign that Mr Fowler and his advisers are not altogether happy at having to implement contentious policies and want to make it clear that they have no choice in the matter.

Ian Nash reports on the first Commons exchanges of the new Parliament over the Government's plans to reform education

Heath attacks opting out as a licence to charge

The only fire in the education debate following the Queen's Speech to Parliament came from prominent backbench Conservatives who attacked planned reforms or warned of serious inconsistencies and possible pitfalls.

Mr Edward Heath, the former Conservative Prime Minister, delivered the fiercest attack and warned the Commons that the plan for schools to opt out was "an attempt to open a side door to vouchers" and the start of a push to make all schools fee-paying.

To compare the proposed Bill "with what Rab Butler did would make the greatest man turn in his grave," he said in a speech which provoked about 20 Conservative MPs into walking out of the chamber.

He condemned as "absolutely lamentable" the attempt to impose charges for "extras" such as music. Britain's world in music because of the quality of music education in schools, he said.

"Is all that to be wiped away just for a small platitude which the Chancellor will save? Is that why we want another penny off the rate of income tax? Is it to wipe out such culture, visits to foreign countries and so on from our schools?"

Mr Heath was critical of local finance management proposals, saying headteachers were ill-fitted to tasks such as negotiating cleaners' pay rates and teachers' pay. He said that such work was done by bursars.

"Yet we are telling state school headmasters that they must do a job which public school headmasters would never dream of doing," he asked (to roars of laughter and applause from the Opposition) whether Mr Kenneth Baker intended to recruit 31,500 bursars for state schools.

He also asked what influence heads would have over the Education Secretary to whom they would be directly responsible in the event of a school opting out. "When such schools want more money, of which they are deprived by the Department of Education and Science, headmasters will have no alternative but to say to parents, 'Now you will pay fees.'"

It was part of the supermarket mentality in many right wing quarters which believed education could be packaged like food. "I warn the Chancellor and the Secretary of State that many of us feel passionately about these matters and we will not stand idly by and let them happen."

Earlier in the debate, Sir Rhodes Boyson, a former Education Minister, said he would settle in favour of direct funding and opting out, provided parents of pupils in senior forms of primary schools which fed the secondaries were included in the secret ballot proposed by Mr Baker.

But he also had questions about possible inconsistencies and pitfalls for voluntary and independent schools which could be financially penalized compared with opted-out state schools.

"If parents are dissatisfied with the present schools, how do they opt out? 'Opting out' he asked, singling out Brent where he believed "hundreds if not thousands of parents would want nothing to do with any of the schools because of left wing intervention."

"In my constituency, a group of about 200 Muslims want a Muslim school. I support Jewish schools, Catholic schools and other church schools. I support the right of Muslims, as long as they follow a basic curriculum, to have their own school."



Mr Heath: an attempt to open a side door to vouchers



Sir Rhodes: include parents in any planned secret ballot

ILEA faces disaffection among black employees

by Diane Spencer

Disaffected black teachers will be encouraged to air their views at a private conference in London tomorrow.

The meeting will be the culmination of an informal consultation process among teachers in all the Inner London Education Authority divisions, Mr Herman Ouseley, the authority's director of education for policy co-ordination, said at a press conference last week.

He told 40 senior educationists who were discussing positive approaches to managing race in education, that there had been a "roll-back" of the high expectations among black teachers in 1983 when the equal opportunities policies had begun. They were nervous of organizing themselves at work for fear of harassment and victimization.

Mr Ouseley said that the authority was now in a position to offer support to black teachers. He said that the authority was now in a position to offer support to black teachers.

Anecdotal evidence suggested that black teachers were leaving and recruits were hard to find. However, he stressed that these were "unquantifiable assertions" and they must be set against the general disaffection among the teaching profession as a whole. But he was aware of "widespread disenchantment".

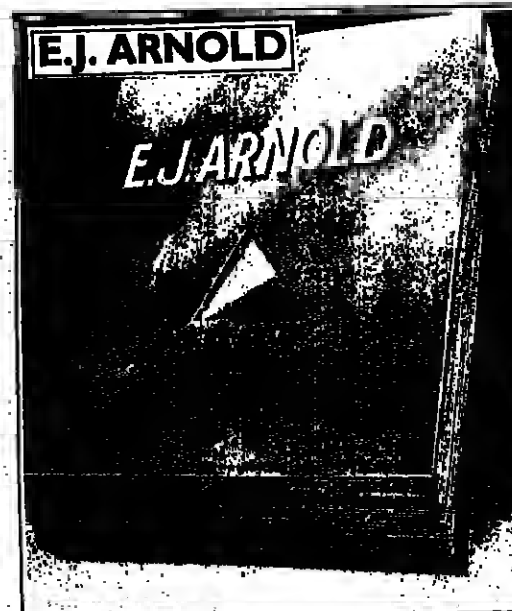
Mr Ouseley expressed disappointment at heads and teachers who had declined to co-operate with an ethnic survey of the authority's workforce. Only 65 per cent of the teaching force had completed the survey.

Some heads had refused to co-operate and had displayed a "you discipline me if you dare" attitude, while some teachers had called the survey racist.

"This was one massive example of a failure in the authority's equal opportunities policy," he said.

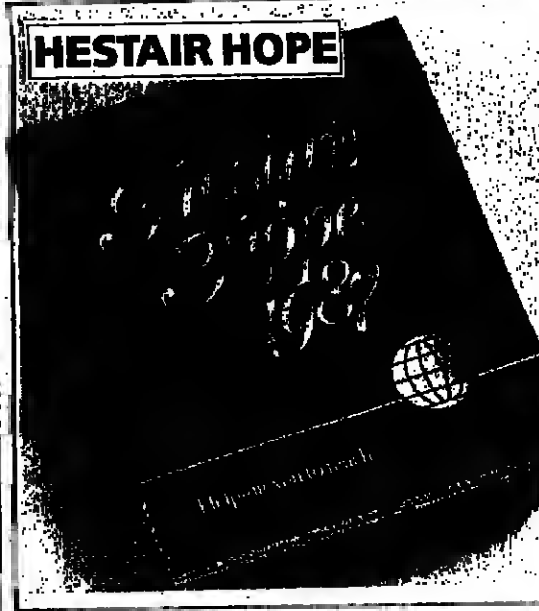


Air letters: Half-completed stories attached to red balloons were released over Dillington House, Somerset, as a finale to a recent Young Writers' Conference. Each balloon carried the first of its kind and part of the National Writing Project. Each balloon carried an invitation to finish the story and return it to Bridgewater where the Write to Learn Project is based. The project encourages children to share their writing with others. The first balloon story has already been returned from Bayeux in Northern France with the promise of the story of *Susan and her dog* to follow in French - and a directive: "Continuez à apprendre en écrivant!"



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Developing a Career Development Curriculum	23 September - 2 October	London
Careers in Computing	23 September - 2 October	London
International Career Guidance	23 September - 2 October	London
Work Experience Scheme	23 September - 2 October	London
Current Research in the Career Field	23 September - 2 October	London

For more information contact the CRAC Conference Office, Birmingham Career Centre, Cambridge CB3 9NF. Phone (0223) 464277.

Junior teams face final hurdle



RAYMOND KEENE

The Times British Schools' Championship is the annual pinnacle of school chess. It represents the premier schools' title and no other junior competition can boast the participation of such a wide range of British players who have gone on to become Grandmasters.

Players such as Nigel Short, Jon Speelman (the reigning British senior champion) and John Nunn, who have all participated in the Schools' Championship, are involved, or soon will be, in tournaments to decide qualification for the next world championship itself.

When I led the British College team year ago, those five days in July formed the focus of our entire year.

We did not make it that far - a gloom and disaster - reaching the final was a qualified success, but outright victory was what truly counted and for two consecutive years in 1985 and 1986, we achieved just that.

Any chess player who has played in the 1987 semi-finals will have become clear. The four teams will



Jon Speelman, a past contender in the Schools' Championship

assemble in London's Great Eastern Hotel this week to relive the annual ritual of excitement, nervous tension and mental exertion.

The teams are set for the day we go to press, but today the final itself will be played. The four great Greenwood Academy (Irvine, Scotland) a comprehensive; Queen Mary's grammar school (Walsall) and two public schools, Miffield (Somerset) and St Paul's (London).

Anything can happen in chess; a cat may certainly look at a king, and occasionally even bite his head off.

That is part of the fascination of the game. On paper, though, St Paul's must be the favourites; they have dominated the championship in the past and with their energetic training programme they have produced such acknowledged experts as William Speelman, Julian Hodgson and Jon Speelman, himself. With junior internationalists in their team, Aly Mortazavi and James Cavendish (who has even contested a game with Kasparov) I boldly predict that St Paul's will be one of today's finalists.

I am also prepared to stick my neck out and suggest that QMG Walsall (with near-Master strength player, Mark Wheeler on their top board) will be their opponents. I am, of course, fully prepared to be proved wrong.

So, best of luck (or skill!) to all the teams and congratulations for reaching your way so far. To tread the winning path to the last four is a tremendous achievement in itself.

The Times British Schools' Championship Final will be played today, Friday July 10, at London's Great Eastern Hotel, Liverpool Street, EC2A 3JN, from 1.30pm to 6.30pm. Entry is free.

Spectators are welcome and refreshments will be on hand to answer questions. For results visit the British Chess Federation on 0424 (Hastings) 442200.

A week's article, *Pleasuring the Chess Writer* was written by Nigel Short. In fact, it was also written by Raymond Keene.



Shifting the tax burden

LOCAL GOVERNMENT
Tony Travers looks at how the replacement of domestic rates with a community charge will affect local education authorities

Government hopes that this will enhance their financial accountability. The shift of burden between authorities can be seen in Table 1, which shows, for every L.E.A. area, the 1987/88 average domestic rate bill. The second figure in the table shows what the community charge would have been in 1987/88 if it had been fully introduced (that is, without a transition period and safety nets). The percentage increase or decrease shows the percentage change in the local tax bill of a two-adult household living in a home with an average rateable value. City authorities, particularly inner London, will suffer most from the redistribution of resources which would take place as the new system was fully introduced. Under community charges, the payment per adult in inner London (£576) would be higher than the existing rate payment per household (£528). In other higher-spending councils, for example Cleveland and Liverpool, there would be a considerable increase in local tax for a two-adult household. Almost all authorities in South and West Yorkshire would find their local tax much higher after the reform, largely because of losing the advantage of their existing low rateable values. L.E.A.s in the West Midlands and outer London, on the other hand, should gain. Outside the urban areas a number of shire county areas stand to gain, which will result in community charges far lower than those in inner London and northern cities. For example, the average charge in Kent would have been £142, with Berkshire (£145), Hereford and Worcester (£135), Lincolnshire (£145) and Norfolk (£144) each having average community charges of around £150 per year, compared with the inner London figure of £576. Table 2 below shows the average community charge for each class of authorities, along with the highest and lowest in each class. Not only will authorities with higher charges find themselves under pressure. Even where the total paid by local taxpayers falls after the reform, there will be many new individual taxpayers. A large proportion of them will be relatively poor, and unlikely to be willing or able to pay a large community charge. Social security will assist many of the less well off, although in authorities which exceed the Government's assessment of their need to spend, any social security payments will fail to meet the full cost of the community charge of even the poorest individuals. The shift of burden between individuals and households can be judged from Table 3. This shows, for a typical authority, how households with different existing rate bills and with different numbers of adults would be treated. Rate bills in 1987/88 are shown across the top of the table, while the number of adults in the household are shown vertically to the left of the table. It is assumed for this example that the average community charge would be £200. Thus, a two-adult household currently paying £400 in rates would be neither better nor worse off under community charges, when they would pay £200 x 2 = £400. Gains and losses are expressed as £s per household. It is clear that households with more than two adults will lose unless they live in homes with very large rateable values. Equally, single live in very low rateable value homes. Overall, there will be a shift of burden from those living in large homes to those in smaller ones, and from single people to households of three or more adults. In a number of high-spending authorities, particularly in inner London, even single adults and those in large houses will lose out in most cases. The impact on the local electorate, and thus the impact on councils' spending patterns of the shifts of burden between authorities and individuals is intended by the Government to put pressure on high-spending authorities to reduce their expenditures. The community charge is due to start in England and Wales on April 1, 1990, and in Scotland from April 1, 1989. Nineteen-ninety is the year when a number of other reforms to education will take place, including devolution of budgets to schools; school opt-outs from L.E.A. control; and boroughs opting out of the ILEA.

Table 1
1987-88 Rate Bills and Community Charges (showing effect of reform on average two adult household)

	Average rate bill	Community charge	% Change in two-adult household
ILEA	628	576	+118
Barking & Dagenham	399	216	+16
Barnet	606	188	-34
Bexley	376	286	+10
Bristol	670	277	-17
Bromley	417	187	-20
Croydon	422	182	-20
Enfield	632	272	-14
Essex	453	163	-16
Harrow	327	323	+3
Havering	325	217	-17
Hillingdon	428	134	-14
Hounslow	609	216	-13
Kingston	687	184	-42
Kingston	478	208	-13
London	411	163	-18
Northwich	618	236	+16
Redbridge	402	164	-13
Richmond	606	227	-6
Sutton	483	218	-10
Waltham Forest	702	380	+3
Bolton	373	166	+6
Bury	466	236	+6
Manchester	656	298	+7
Oldham	344	196	+14
Rochdale	388	230	+16
Salford	437	237	+8
Stockport	457	177	-23
Tameside	362	227	+16
Trafford	453	159	-34
Wigan	413	239	+16
Knowsley	636	261	-3
Liverpool	690	296	+16
St Helens	474	227	+10
Sutton	606	204	-19
Wirral	846	240	-12
Barrow	336	256	+62
Doncaster	387	271	+37
Rotherham	384	243	+27
Sheffield	414	236	+16
Derbyshire	339	239	+62
Newcastle	483	279	+12
North Tyneside	453	269	+16
South Tyneside	351	248	+37
Sunderland	374	241	+28
Birmingham	466	181	-28
Coventry	471	214	-9
Dudley	457	197	-16
Sandwell	414	199	-18

Table 2
Average, maximum and minimum community charges, 1987/88 (pounds)

	Average	Maximum	Minimum
Inner London	576	784 (Camden)	384 (Kensington and Chelsea)
Outer London	216	360 (Waltham Forest)	152 (Croydon)
Met districts	228	296 (Manchester)	140 (Trafford)
Non-met districts	131	254 (Cleveland)	135 (Hereford & Worcester)
England	216	734 (Camden)	150 (Trafford)

Table 3
Gains and losses under community charge (typical authority) (Excluding rate bill (£ per year))

	200	300	400	500	600
Adults in household					
1	0	+100	+200	+300	+400
2	-200	-100	0	+100	+200
3	-400	-300	-200	-100	0
4	-600	-500	-400	-300	-200

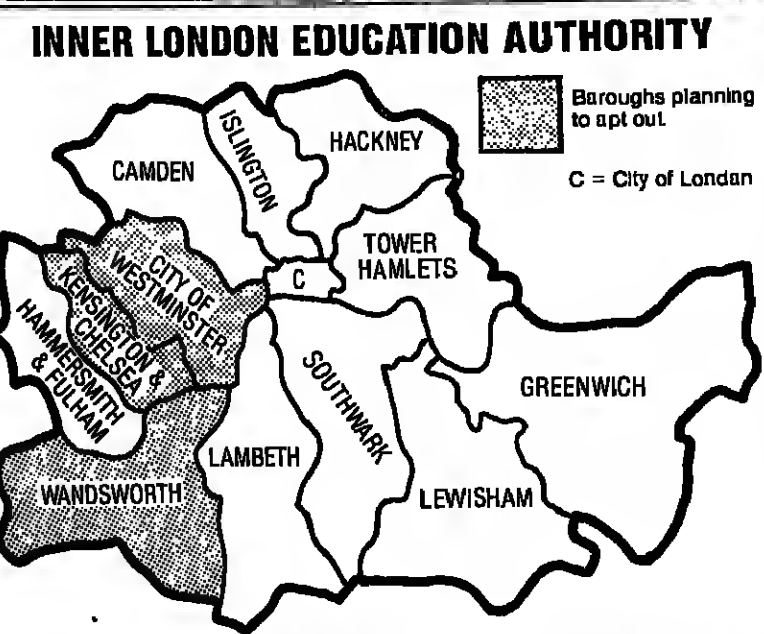
(Source: CIPFA)



The jigsaw starts to come apart

LOCAL GOVERNMENT
Julia Hagedorn assesses the impact that Conservative boroughs could have on the Inner London Education Authority if they "opt out"

no statistics on a cross-boundary traffic between boroughs - none have been needed. But they will be if the boroughs' plans to opt out go ahead. Mr Neil Fletcher, recently elected leader of the ILEA, believes opting out would require a new L.E.A. to set up a massive bureaucracy. But, he points out, it is still unknown what kind of consensus will be needed before boroughs can opt out. When it puts its case to governing bodies the ILEA will point to the impossibility of the small boroughs providing the range of services it supplies at present; the Inspectorate, the opportunities for in-service and curriculum planning, advisory teachers, educational welfare officers and a network of subject advisers. And, in particular, specialist provision for the mentally and physically handicapped and those with learning and behavioural problems. The Inner London Teachers' Association is convinced that there is no way any of the free-standing boroughs could replace what the ILEA has a right to take away. Mike Loosely, the association's general secretary, thought a fair proportion of teachers might resign and return to the ILEA where, Neil Fletcher says, "we would be able to do it better". The map of the Inner London Education Authority could soon look very different. If Kensington and Chelsea, Wandsworth and the City of Westminster exercise their right to opt out when the necessary legislation is on the statute book - as they firmly intend to at present - Hammersmith and Fulham will be cut off from the ILEA (forming a small island of the ILEA floating in a sea of free-standing education authorities). If any of the Labour boroughs were to go, and it is not yet known whether there would be a time limit on taking up the option of breaking away, yet more pieces of the authority would be chipped off the map. What this means in terms of finance and administration has, as yet, only been hinted at. The complexities of dismantling a unified service which provides a complex range of interlocking services for the needs of pupils across London from very many different socio-economic backgrounds have not been worked out. One thing is sure. After years of instability caused by reviews which have threatened to break it up - exacerbated by recent teacher action - the ILEA was hoping to enter a period of calm under its 12-month-old directly elected body. The proposals have destroyed this hope. The TES spoke to many heads from primary and secondary schools in the affected boroughs. Most were ready to give their reactions: "Agghast", "Terrifying", "As a head I can't even begin to contemplate the implications." "I feel overwhelmed." "Regardless of where one stands politically, I'm quite appalled." "It will knock the bottom out of everything." Mr Roger Wood, the head of Southfields Comprehensive and spokesman for Wandsworth heads, was doubtful whether his borough could supply the same level of service as the ILEA. The suggestion that the heads would support the borough, although they had no immediate plans to mount a campaign or support a mass exodus. Mr Michael Marland, the head of North Westminster, was worried that the continuity of secondary education would be hit once again in Paddington. For the past 40 years, he said, it had suffered from "a fractured education system where plans never managed to be seen through or where plans went wrong. We require a continuity which we haven't had in this very much undervalued part of the city." Add Ms Sheila Madgwick, the head of Quintin Kynaston, said: "We are a community school with links with our primaries. Frankly, I can't imagine what it would mean for those kids that we have built up over the years." Quintin Kynaston also exemplifies one of the factors that would lead to an enormously heavy administrative burden: that of reorganising the costs of pupils crossing the boundaries between the ILEA and the new boroughs. The distribution of schools, colleges and back-up services bears no relation to borough boundaries. The borough of Kensington and Chelsea shares Division 1 with Hammersmith and Fulham; that of Westminster shares Division 2 with Camden. Quintin Kynaston takes on the only a quarter of its 950 pupils from Westminster, and most of the pupils at a nearby primary school come from Camden. Fulham, at the other end of Westminster, has 70 feeder primary schools and takes 75 per cent of its 1,150 pupils from outside the borough. In all, some 20,000 students in the ILEA currently attend secondary schools outside their boroughs as do 50 per cent of college students. There are



ent. But the proposed community charge, or poll tax complicates the picture further. Under the new system, the business rate will be set centrally, collected centrally, and redistributed per adult head of the population. The effect may well be that wealthy boroughs like Westminster will lose money. Under the proposed system, rich boroughs lose their business rates and huge rateable values but will get more grant than they do at present. In inner London that grant is unlikely to make up for the lost rate income so the borough could be worse off. Ironically, if Westminster maintained the ILEA's level of spending on schools - which it would have to do as its domestic sector rates much higher than at present. Equally, it could become an over-spender and be rate-capped. Low-spending boroughs like Wandsworth may find the new poll tax equally unpopular with its electorate because it has been argued that the new charges are bound to be higher for households. Since it looks certain that the legislation for boroughs opting out of the ILEA will have to tie up with the Department of Environment's deliberations on rate support grant, the time-scale points increasingly to 1990 when local borough elections are due. Since Wandsworth, for example, has a Conservative majority of one, the new poll tax could be confused in the voter's mind with opting out of the ILEA, and prove to be a less popular option than the Conservative boroughs think. And the scenario can become even further confused. Individual schools will also be allowed to opt out of their boroughs - but it seems not many will choose to as they would then come under the aegis of the Department of Education and Science, rather than the ILEA. It would prove politically embarrassing for the Prime Minister - known to be firmly behind the dismantling of the ILEA - if they chose to leave their borough because of inefficient management. And some Labour boroughs could convince some of their neediest schools to opt out to nudge the DES to fund them properly. However, if schools do opt out, the boroughs' spending will plummet drastically and the DES may have to act as a precepting agency by charging the borough or the ILEA for the cost of the newly adopted grant-maintained school. Since central services will need to be maintained, the residual ILEA could and itself squeezed to pay for the grant-maintained schools. Although it is certain that radical changes in the mechanism for local government finance and education will happen, the end result is impossible to chart since there will be scope for central government grant to offset politically uncomfortable changes in distribution. Some boroughs will gain; others will lose. One sure factor is that it will cost the Government a lot of money to break up the ILEA. And it will turn schools into a major focus of political activity. This would certainly be so at present. Mr Colin Alves, the Church of England General Synod Board of Education's secretary, foresees a battle in the House of Lords. "We believe the ILEA should not be broken up for reasons of justice. The rich and the poor divide will be exacerbated by the break-up, and if all ILEA schools are less well resourced then this will affect old schools as much as county ones." Dr William Stubbs, the education officer, has also drawn attention to this in a paper to Mr Fletcher. "Because there has been a unitary education authority, poorer boroughs with relatively low rateable values but high social and educational needs have not been starved of resources. The relatively high rateable resources of some areas have in effect contributed to those poorer areas." This is so: at present the City of London and Westminster together contribute more than half of London's £100 million education budget. This year Westminster alone will contribute £261 million to the ILEA. Nothing has yet been said about the financing of the ILEA if boroughs opt out, but in 1979/80 Mr Kenneth Baker, then MP for Marylebone, chaired a group of Conservative MPs who, while advocating the break-up of the ILEA, specifically rejected the proposal for individual boroughs to assume educational powers on the grounds that the ILEA would become a "rump of the poorer, deprived boroughs". This would certainly be so at present. Mr Fletcher continues to be optimistic but, he admits, "It creates enormous uncertainty and paralyses planning and staff development." One of the areas most affected is the plan to introduce tertiary education which will alter the pattern of secondary and further education across inner London. A tertiary system was decided upon four years ago in Wandsworth, and papers have already been deferred twice. In Divisions 1 and 2 the first round of consultation is now looking at the range of educational provision for 16 to 19-year-olds (at present all secondary schools have sixth forms). This is a massive exercise in reorganization and one many head-teachers feel "enthusiastic" about tackling at a time of such uncertainty. This is especially so when the Conservative boroughs prefer a system of sixth forms. To complicate matters further, four of the five secondary schools in Kensington and Chelsea are Roman Catholic; a proposal is already in front of the ILEA to reduce this number and replace them by a sixth-form college for all. These plans also may have to be reconsidered. Leaders of the three Conservative

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Table 2
Average, maximum and minimum community charges, 1987/88 (pounds)

	Average	Maximum	Minimum
Inner London	576	784 (Camden)	384 (Kensington and Chelsea)
Outer London	216	360 (Waltham Forest)	152 (Croydon)
Met districts	228	296 (Manchester)	140 (Trafford)
Non-met districts	131	254 (Cleveland)	135 (Hereford & Worcester)
England	216	734 (Camden)	150 (Trafford)

Table 3
Gains and losses under community charge (typical authority) (Excluding rate bill (£ per year))

	200	300	400	500	600
Adults in household					
1	0	+100	+200	+300	+400
2	-200	-100	0	+100	+200
3	-400	-300	-200	-100	0
4	-600	-500	-400	-300	-200

(Source: CIPFA)

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OVERSEAS



On the streets: drop-outs deplete the public purse by about \$77 billion a year - including the cost of crime

UNITED STATES

Bill Norris on the millionaires philanthropists who are offering dollar 'carrots' to encourage potential drop-outs to stay in school

High school drop-outs are an expensive dilemma for America. The latest figures, produced by Clemson University's National Drop-out Prevention Centre, show that more than 700,000 youngsters each year are leaving public schools before graduation. This means an eventual annual cost to the public purse of \$77 billion (\$46.6 billion) in lost taxes, welfare payments, unemployment benefits and crime - equivalent to about half the Federal Budget deficit.

Given the magnitude of the statistics, some sort of national effort might be expected to curb the problem. But things do not work that way in America. With the exception of a minuscule grant from the Department of Health and Human Services, the Reagan Administration has limited itself to worried noises. It has been left to philanthropists, businessmen and local authorities to try to stem the outflowing tide of students.

The result has been a sporadic outbreak of individual schemes across the country, generally confined to a limited number of schools within a few cities. Details vary, but the general plan is to promise a job and/or college education to those students who complete the 12th grade with a

certain academic standard and record of attendance.

A typical example is Los Angeles, where a "Genesis" programme will begin later this year in six of the city's high schools - three of them predominantly black, and three predominantly Hispanic. The drop-out rate in Los Angeles is estimated at 40 per cent.

Supported by the city school board, the teachers' union and the chamber of commerce, the Los Angeles scheme will offer jobs within a year of graduation to all seniors at these schools who complete the academic year with a C+ to B- grade-point average, and a 95 per cent attendance record. Similar programmes are planned for Albuquerque, Cincinnati, Indianapolis, Louisville, Memphis, San Diego and Seattle.

All are based on a trial scheme which began in Boston five years ago where, it is claimed, the daily truancy rate has dropped from 23 per cent to 13

per cent. Jobs or college places were found for 967 of the city's 3,000 high school graduates last year.

"This is hailed as a success. In Baltimore, which began its anti-drop-out programme in 1985, the figures show less promising. Of the 3,200 students in last year's senior class, only 471 reached the qualifying standard.

There have been similar frustrations in New York, where four City banks pledged themselves to hire 250 graduates from five of the most troubled high schools. There was only one condition: they had to pass a mathematics test, which was set at eighth-grade level - four grades lower than graduation standard. Of the 600 students who applied, only one in six managed to pass.

The more costly and highly publicized attempts to curb the drop-out rate have come from private philanthropists. New York millionaire Eugene Lang began the trend six years

ago when he promised 61 12-year-olds at his former elementary school that he would finance their college education if they completed high school. Fifty-two of these children will go to university later this year, from a class with a normal drop-out rate of 75 per cent.

Since then the movement has grown, with a number of wealthy businessmen in 14 cities forming the "I Have a Dream" Foundation. One of them, Jacob Hiatt, is helping to finance the higher education of 120 students from Worcester, Massachusetts. Mr Hiatt, a 77-year-old Lithuanian immigrant, has already committed \$3 million (£1.8 million) and adds more scholarships every year.

In Cleveland, Ohio, sixth-graders from one impoverished neighbourhood have been promised \$40 towards college fees for every A grade that they earn, with lesser amounts for Bs and Cs. The donor, Jerome "Jink" Holmes, is a successful black contractor who began his business with \$200 raised from selling his mother's cow.

Some universities, notably Michigan and Syracuse, are also going into the schools with scholarship offers designed to break the drop-out cycle. But critics maintain that all these schemes merely favour the bright students who would have done well anyway. They also questioned the merit of helping individual pupils at selected schools, leaving the unfortunate majority unaided.

The philanthropists respond that without their help, many bright inner-city students would never make it to college. They are doing their best. Without any meaningful national effort, it is the best they can do.

Satellite TV finds a home on the range

Its supporters call it "the most exciting thing to come out of Washington in years". Its critics call it a "boondoggle" for private enterprise. Whichever side is right, it now seems likely that Congress is about to vote for a \$100 million (\$60 million) "Star Schools" bill that will help to spread educational television via satellite over the whole of the United States.

The bill is being sponsored by Senator Edward Kennedy, who argues that televised instruction in mathematics, science and foreign languages will increase educational opportunities for the poor - especially those in rural areas. It will also, he claims, alleviate teacher shortages, and help students to compete in an increasingly technological economy.

The measure would provide funds to alliances of schools, colleges, state agencies, public broadcasters, and businesses interested in establishing educational television networks. The recipients could use the money to buy equipment, teacher training, technical assistance and programming.

Some educators, however, are doubtful about the plan. Though acknowledging its value for remote rural areas, and possibly the teaching of illiterate children, they claim that television can never replace live teachers or solve the larger educational problem.

There are also some questions over Senator Kennedy's motives. Critics point out that the biggest beneficiary is likely to be the state of Massachusetts, where a sweeping proposal already exists to the every school district to have a satellite network that could eventually be expanded to the whole of New England. The estimated cost of the project is 20 million dollars which would be the size of the largest grant available under the bill.

The customers of one computer already operating a satellite education system appear to have no such doubts. The TI-In network of San Antonio, Texas, now sells a variety of courses to students at more than 200 sites in 14 states, who can communicate with their teachers and each other by telephone. Among them are the 850 pupils of Colverton County, Texas, which has an area of 3,851 square miles and fewer than one resident per square mile.

The school district superintendent, Mr Lewis Rogers, is enthusiastic about the service. "We've had a very good experience," he says. "It's not too beginning to reach its potential, in our opinion." Mr Rogers has had approaches from 15 other Texas school districts to join in a shared broadcast facility. He believes that "we could potentially cover the whole area with three teachers. We could save a vast amount of money".

Thus far the US teachers' union have voiced no opposition to Senator Kennedy's bill. If there are many more statements like Mr Rogers', that state of affairs may not last long.

OVERSEAS

Assessing how to bridge a culture gap

WEST GERMANY

Turkish immigrant children miss out at school. Paul Bandelow reports

A grassroots survey of Turkish primary school children in Cologne has suggested that equality for West Germany's ethnic minorities is more remote than official verdicts indicate.

Ms Lale Gözül, a Turkish psychologist working for the city's child counselling service, interviewed 470 children from eight primary schools and talked to their parents about their family circumstances. She concluded that the educational structures into which ethnic minorities must fit show scant regard for the realities of immigrant life.

Immigrant children are doubly disadvantaged, Ms Gözül says: they tend to come from low-income families, where poor living conditions, a lack of books and help with homework, plus responsibility for younger siblings or

for contributing to the family income represent severe educational handicaps. These are then compounded by an education system which displays "total insensitivity" towards these realities.

The survey focuses on the use in child assessment procedures of intelligence tests which are not adapted to immigrants' social and cultural backgrounds. To ask Turkish children, for example, who wrote *Faust*, why Easter is celebrated, or why it is generally better to give to a charity than to a beggar - all questions in standardized IQ tests used in Germany - is to reduce assessment to "an absurd and discriminatory instrument", Ms Gözül believes.

Neither are non-verbal tests necessarily free from unthinking discrimination. Asked to pick the odd one out from a series of animal pictures, 80 per cent of Ms Gözül's sample chose not the elephant - as the only non-domesticated animal depicted - but the pig, because that is considered "unclean" in Islamic culture.

Ms Gözül concedes that such tests alone would never decide whether a child be sent to a special school, for instance, and are often used simply for school authorities "to have something on the file" to back up their decisions. But they lead to the marked discrepancy



Being prepared: intensive language and cultural skills teaching of an early age would help integration

ry she repeatedly encounters in her work between the actual abilities of Turkish children and their official IQ rating.

More than half the total of 800,000 immigrant children at school in West Germany are Turkish and, of these, 150,000 live in North Rhine-Westphalia, the federal state with the highest immigrant population. Here, the number of school-age immigrant children is falling, in line with a general decline in pupil numbers, but their proportion of the school population - currently 9.5 per cent - is growing.

In a detailed study published last August, Herr Hans Schwieter, the regional education minister, drew up a generally positive balance sheet of North Rhine-Westphalia's experience with immigrant education. The number of Turkish children attending technical and grammar schools has steadily increased and more than 75 per cent of all immigrant children now acquire school-leaving qualifications.

These positive trends have been echoed in vocational training, with more children of immigrant families securing apprenticeships. Young foreign nationals now make up about 4 per cent of the apprentice total in the

skilled trades. Last year, the Central Association of German Trade Unions reported that German firms now sought after foreigners with school-leaving qualifications and a good knowledge of German because of positive experience of training immigrants in their past year.

Against these trends, Ms Gözül sets other sobering statistics. Immigrant children make up 15 per cent of special school pupils - a proportion which has steadily increased over the last 15 years. She also claims that though more than 80 per cent of Turkish pupils were born in West Germany, fewer than half of them speak German well enough to follow lessons. In her experience, the class of 20 Turkish children in a primary school first-year in Cologne in which one of them translates for the rest in broken Turkish, is not exceptional.

Contrary to the generally promoted view that today's second and third generation Turkish children are finding integration easier than their predecessors, Ms Gözül believes that many of them, growing up in the video culture, have no chance to acquire "a thinking language". She says they display corresponding behavioural and

learning difficulties - a view confirmed by the fact that the children in her survey with a good grasp of German invariably performed better in the assessment tests.

All West Germany's regional education ministries are currently discussing the issue of immigrant integration. The teachers' union with the biggest secondary modern and special school membership, the Verband Bildung und Erziehung, sees this as a response, in part at least, to rapidly falling school rolls which have made acute the question of pupil distribution.

Ms Gözül believes integration must be accelerated for true equality of opportunity. She calls for more intensive language and cultural skills teaching of an early age, and demands more support for voluntary groups working with older immigrant children - for example, in helping them with homework.

She sees the current rise in criminality among young immigrants as the inevitable consequence of "short-sighted underfunding" in education for ethnic minorities. "What we don't spend in schools today," she says, "we'll be spending tomorrow on bor-

Success by the law of apprenticeships

ISRAEL

Shalva Weil on the last resort for some school-leavers

Israel's Law of Apprenticeship obliges every employed youth to study at least one day a week in school until the age of 18. As a result, different types of apprenticeship schools have sprung up throughout the country.

One of the oldest is the J F Kennedy-ORT (Organization for Rehabilitation through Training) Centre in Jerusalem. Established in 1967, it caters for 600 pupils, many of whom are from poor families, who study electrical installation, auto-electrical maintenance, auto-mechanics, carpentry, welding, metal construction, plumbing, clerical trades and hairdressing.

The school is the last resort for many students who have failed elsewhere. It accepts boys and girls without selection and aims to help young people who have a low self-image and might otherwise join the ranks of the unemployed.

The principal of the centre, Mr Zeevuel Seri, is proud to point out that approximately 8 per cent of his pupils are Israeli Arabs from the village of Abu Ghosh and from East Jerusalem. In addition, deaf boys and girls are integrated into the regular classes.

The ORT-Kennedy programme provides a variety of courses for pupils at different levels of education. In the regular apprenticeship programme, the school provides a one-day-a-week course of study and follows the progress of the pupil at the place of employment. Upon completion of the course, the apprentice is eligible for a Ministry of Labour examination and, if successful, is granted a certificate of proficiency.

The slightly more advanced combined apprenticeship programme provides three days of study and three days of work for pupils who have completed nine years of education in an industrial or secondary school. Apprentices who finish this course, obtain a higher level certificate of proficiency.

The school also provides a full-year study programme for young people who have had eight years of education. In this junior industrial programme, 24

work also contributes about 10 per cent of the J F Kennedy Centre's budget and some of the equipment.

Mr Seri claimed that ORT apprentices find employment easily in industry - partly because many employers are ORT graduates themselves. The apprentices also represent cheap yet highly motivated labour.

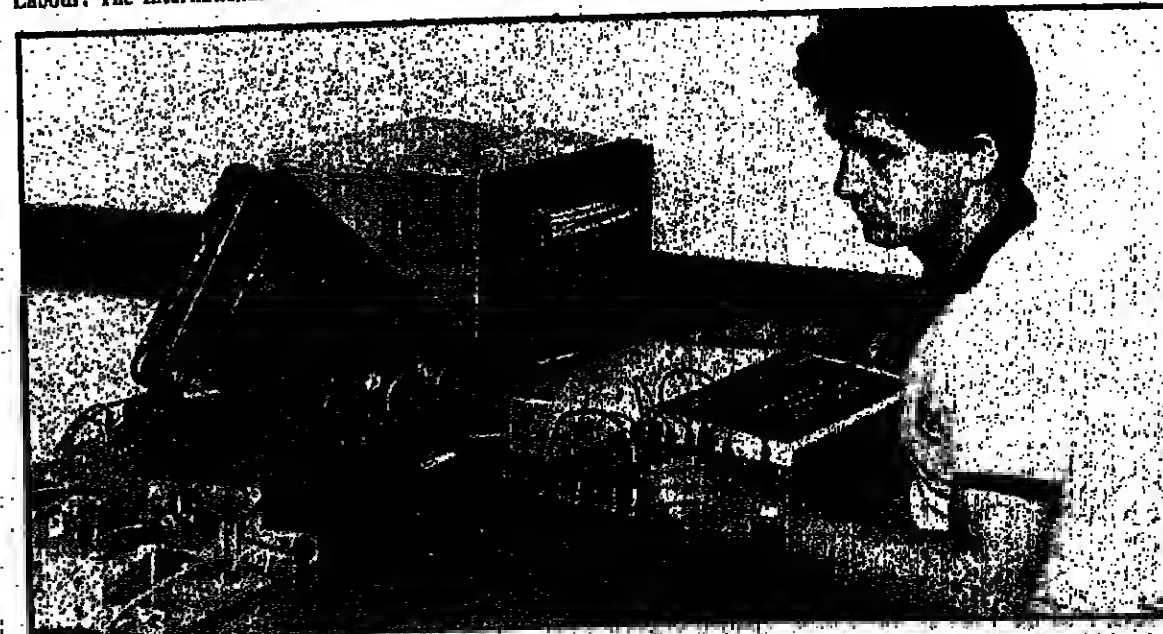
Nevertheless, Mr Seri explained that young Israelis are less inclined to go straight out to work. In 1967, when the centre was first established, the school had 36 classes at the regular apprenticeship level learning one day a week. Today, only 12 such classes exist, and eight classes are learning three days a week while the rest study daily.

Mr Seri believes that this trend is encouraged by the Government, as well as by the young people's families. And technological advances often require

greater periods of learning.

Another interesting experiment is taking place at the Hebrew University of Jerusalem, where 60 youths have been learning at an apprenticeship school on the campus one day a week. For the rest of the week, they are employed by the university itself in lower-grade clerical and secretarial positions and in other technological jobs.

According to Professor Chaim Adler, director of the institute, the very fact that the apprentices' work tutors speak to them and pay them attention creates an environment in which they can advance. "During their work period at the university, the apprentices collect as many experiences as possible from the white collar world," Professor Adler said. "Their experience here undoubtedly helps them to find their place in Israeli society."



ORT: a source of cheap yet highly motivated labour

Parents prod pupils back to school

SRI LANKA

About 20 leading schools in the Jaffna peninsula, where government security forces recently regained control from Tamil separatists, were due to reopen this month.

School heads are reported to have been instructed to submit lists of senior pupils to the local citizens' committees and the co-ordinating officers appointed by the Government to administer the areas.

Parents have been told to ensure children attend; any student who does not turn up for three consecutive days is reported to security forces, a move designed to prevent senior students from joining the Tamils.

An Education Ministry source said as many as 480 schools in the north, with a student population of just under 200,000, have virtually ceased to function in the last few months. Some are reported to have been damaged in the fighting; others have been occupied by the separatists or the security forces.

Technical education in Sri Lanka has grown in quality and quantity since 1978. Current expenditure has tripled and student enrolment has almost doubled from 11,000 to 21,000, according to the University Grants Commission.

Capital expenditure rose steeply after 1983 when the technical education development project, funded by the Asian Development Bank, began. The five-year project from 1983 will spend Rs 750 million (£18.75 million), including \$19.5 million (£12 million) in foreign exchange.

The popularity of technical education is considered a direct result of the Government's open economy policy and increased job opportunities.

Striking while the issue is still hot

CANADA

Lawrence Leeder reports on the latest outbreak of hostilities between the British Columbia government and its teachers

should be filled by a new College of Teachers. Curriculum and testing should be controlled to a larger extent by the central ministry. The role of locally-elected school boards should be further restricted. Teachers employed by independent schools could elect not to join the College of Teachers; teachers employed by public (state) schools would join.

The government argues that it has given teachers what they asked for:

- the right to strike; and
- the right to negotiate working conditions (for example, class size).

The public, however, has become frustrated and uninterested in the quarrel and seems to feel that both sides are at fault.

The ruling Social Credit Party appointed a royal commission to investigate education in the province soon after it was re-elected in November 1986. But in April, before the commission hearings had even started, the government introduced Bill 20. The legislation was a surprise; not even the province's teachers' federation - the only organization to which teachers belong - was consulted. This was somewhat surprising given that the government had just been



Bill Vander Zanden flexing

The Seven Years War between British Columbia educators and the provincial government shows no signs of drawing to a close.

Eighty per cent of the province's 7,000 teachers recently took part in a one-day strike - this time in protest against the British Columbia government's Bill 20, which proposes significant changes in school administration and professional organization. (In Canada, primary and secondary education are the responsibilities of the provincial governments.) The national Government's involvement in education is limited to post-secondary levels and special national programmes.

Bill 20 proposes that: principals should be removed from the same bargaining group as teachers; several of the roles of the British Columbia Teachers' Federation

LETTERS

Basic rights

Sir - I found your leader "No free lunch" (TES, June 26) on the problems of the Youth Training Scheme maddening. Either we believe in human rights or we do not.

Since, in order to survive, human beings require water, food, shelter during the winter - in the British climate at least - and access to medicines, I cannot see how it is logical to exclude these primary necessities from any list of human rights.

It follows that in Britain a certain sum of money for the purchase of such primary necessities must be included in the definition of human rights. In Britain we have not, recently at any rate, excluded anyone from the definition "human" on grounds of age.

How can one obtain an adequate sum of money? Since there is no legally enforceable minimum wage, it does not follow that human rights can be obtained by working for an employer.

Similarly, if there is no legally enforceable minimum training allowance - and the Government is free to reduce it at any time, training does not meet the basic criteria for human rights. Third, if the sum of money necessary to sustain human life in Britain is to be offered conditionally, it cannot be said to fall under the definition of a right in the first place.

Where did I get the idea that the Government believes in "human rights", even if you restrict yourself to what is "fair and reasonable"? From



Promoting British fair play

the Prime Minister's speeches to Mr Gorbachev, during her pre-election visit to the Soviet Union.

And before you protest that the term "human rights" has hitherto been used in the purely political sphere, and cannot be extended to such practical considerations as vitamins and maintenance of body-temperatures in warm-blooded animals, may I refer you to Shakespeare: a rose by any other name? Of course in those days, if the price of bread rose too steeply, the people simply took the bread and left the baker a fair price for it.

Something called natural justice, or the British sense of fair play, I believe. What we used to be famous for.

K M HAZEL MCCONNELL
57 Eastwood Lane South
Westcliff-on-Sea, Essex

Authentic French

Sir - Tim Parke's hostility to single-skill testing, even though, as he admits, it is a feature of GCSE, appears to have coloured his review of our book (*Communicate in French: Listening*, TES, June 5).

Leaving aside the factual errors in his report (for example, "in all but two cases, there is a single speaker"), we should appreciate the opportunity to correct at least one central point: his denial of the authenticity of the material. "We're in the world of (pretend) supermarket address systems, station announcements..."

This is just not true: to use his own examples, the exact words from both supermarket and train have been used, and if Mr Parke cannot recognize them as such, perhaps he should take the TGV to Lyons as part of a refresher course. The material used in the book is, in fact, the spoken register, recorded in the studio against an appropriate background.

Perhaps it is this re-recording that Mr Parke objects to (even though it is what students are most likely to meet in GCSE)? If so, it would have been more honest and more helpful to teachers to have made this clear.

JEAN and DAVID WEBB
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Boston Spa
Wetherby
West Yorkshire

Ill-conceived courses with the same old joke

Sir - Jeffrey Frankland's article "Smashing the ice" (TES, June 19) prompts me to voice my experiences and ask: should we not take as much care in planning training courses for teachers as we should educational exercises for children?

This is my experience in recent years:

□ The course I attended was one I had already been on. It had only been given a different name.

□ Tutors had not clearly identified their roles to the extent that on one occasion three tutors gave the same lecture and even tried the same joke!

□ Tutors who claim that they are unaware of the reason for their presence and go on to prove it.

□ Asking and then discovering that the tutors have not decided on the purpose of the exercises in the course.

□ Discovering that a lecture I was to give had been given the previous week.

□ Tutors being unable to cope with the audio-visual equipment that they have chosen to use.

□ Tutors who dabble in pseudo-psychological methods but cannot control the unpredictable outcome of their

exercises.

There are also the tutors who lead that a 50-year-old male can be by the mental process experience the feelings of an 11-year-old girl. It is doubtful that even with the help of a little brown envelope and bits of paper to sort, we can fully remember his own experiences as an 11-year-old boy, and what good, anyway, are they, since they come from another time and place.

Much work has been done on how adults learn and how their processes differ from those of children, but it seems too often that this knowledge is overlooked in the vain hope of experiencing, once again, our childhood.

I usually know when one, or more, or all the above sins are to be committed. The course director stands up and proclaims that all the tutors are qualified people and that any complaints should be directed towards him or her and not voiced outside the centre.

JOHN CAUTER
Head of careers and social education
Bulmershe School
Cheques Way
Reading

Head's revolt

Sir - May I, through you, thank Mr Frankland for his thoughts on "Smashing the ice" and support his views in the strongest possible terms.

I, too, have determined that the next time a woolly-brained twit who has not bothered to prepare any proper material for an in-service experience asks me to turn to a perfect stranger and start swapping inanities, I shall make my way as boldly, disruptively and rudely as I can to the nearest coffee

machine. Mr Frankland's point about five days without the option takes a horrendous prospect.

For goodness sake, colleagues, do something to return us to the good old days when people who knew something ran courses and were not asked to pass on that knowledge by staff and honestly telling others about it.

R W B CLEALL
Headmaster
Hered Parkway School
Akers Way
Swindon



Views on English

Sir - In a recent article on the Kingman Committee by Sue Surkes (TES, June 19), Professor Harold Rosen was referred to as one of those who would not "play ball" with the inquiry, and who was editing a book of "alternative views".

It is certainly true that a number of people were surprised and concerned when the membership of the committee was announced, not so much because of those who were not, but because of those who were. For example, there was no representative of the National Association for the Teaching of English, no practising teacher from a co-educational compre-

hensive school and none of the people who (like Harold Rosen) had played a leading part in the development of a powerful and positive tradition of English teaching during the past 20 years.

This concern, which crystallized at the University of East Anglia oracy convention in Norwich and at the Cambridge seminar, resulted in the decision to bring out a collection of papers which sought to identify the common ground in principles and in practice across the profession with regard to the teaching and learning of language. Professor Rosen was asked to write the introduction while Alistair West and I took on the task of soliciting contributions.

Islamic case

Sir - In his article on the implications of the General Election for the proposed Education Bill (TES, June 19), it is strange to see that Barry Huggill didn't see fit to approach any Muslims for their comments on the proposed scheme. If he had bothered to contact any of the Muslim parents' groups who are struggling to establish voluntary-aided schools in the face of covert opposition from Labour-controlled councils, I am sure that the

different to those of Bradford's Director of Education and the Commission for Racial Equality.

Mr. Knight of Bradford and Mr. Gervin of the CRE should beware of believing that the dissatisfaction of Muslims with the controlled schools can be dealt with purely by money being spent heavily on schools with large concentrations of ethnic minority pupils. For a start, Muslims are not an "ethnic minority": we belong to all races and nationalities, including British.

Second, one only has to look at

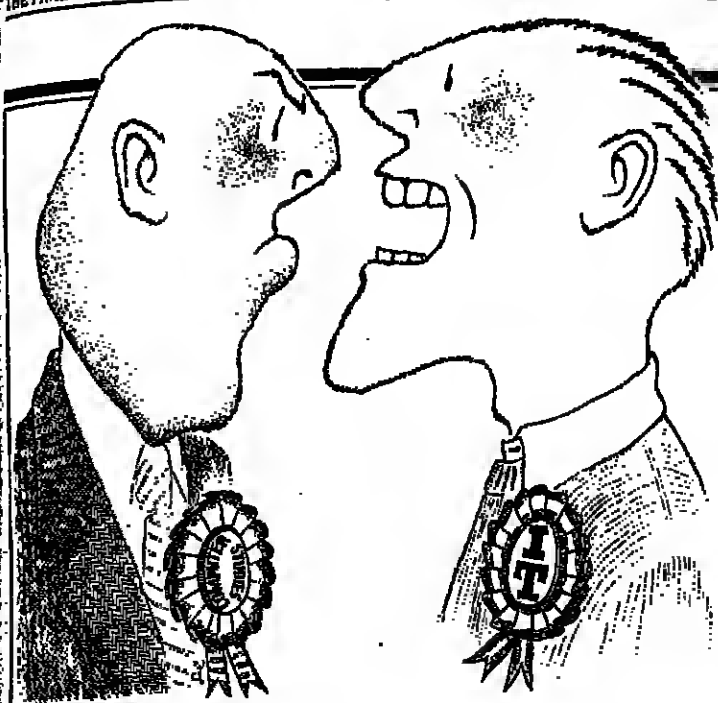
The book is already with the publishers, but we are anxious that it should not be seen merely as a collection of alternative views: since the Kingman Committee has not yet published its conclusions, it may well be that its recommendations coincide with our own, not least because many of the articles in the book were submitted in evidence to the committee. Should there be a divergence of views (as there was when *English 5-16* was published), we hope that people will at least consider which view is the alternative, and to what.

MICHAEL JONES
English adviser for Cheshire
79 Barlway
Chester

spent on education, providing one of the best pupil-teacher ratios in the country and yet a large proportion of this September's potential secondary intake will be seeking education outside the borough. In case these gentlemen don't know, Brent is the most racially mixed borough in the UK. Next time, Mr Huggill, if asking Muslims themselves for their opinions, don't rely on second-hand views.

IBRAHIM HEWITT
Islamic Organization for Muslim
3rd Floor Road
London W7

LETTERS



Continuing debate

Sir - I read with interest "The Great Debate" on computer studies versus information technology (Extra, TES, June 19). However, Roger Edwardson failed to convince me that information technology is sufficiently different from computer studies to merit a separate and different GCSE course. Much of his argument comprised unsupported views of largely irrelevant shifts in opinion, and related to only one of the increasingly large and varied range of models of information technology courses.

His criticisms of GCSE computer studies do not stand up to investigation. For example, he suggests that in computer studies "too much emphasis is placed on the computer technology", when the GCSE national criteria clearly state that greater importance is attached to "the use of the computer as an information processing device and the ability to use a computer sensibly, rather than to its internal workings".

Roger Edwardson also criticizes computer studies because of what is omitted from the syllabus. Some of the topics he mentions (for example, process control) are already included, and there is scope for additional content within the existing national criteria for computer studies, since up to 10 per cent of the course can comprise supplementary content objectives.

I would accept the comments on unit accreditation and assessment, but these are not intrinsic criticisms of computer studies. While the issue of assessment does need to be addressed, it seems rather extreme to go about it by trying to define a new area of the curriculum. I feel that Mr Edwardson is using a very large mallet to crack what is only a pretty small nut.

JACKY GRIFFIN
Advisory teacher for computer education
LEA
County Hall
London SE1

Deep throat

Sir - I write in the hope that *The TES* reaches the parts that other newspapers cannot reach.

My husband and I have bought the negatives and copyright of the family of Whitby photographers, Doran Bros, whose grandfather started the business in the town around 1899.

We have been able to glean some background information on the Whitby and Fley branches of the family. Writing to local newspapers has, however, elicited only one small item of information about the Croydron brother and nothing about the Brighton one.

Another aspect of the family background we should like to pursue is their town or origin, parents' trade and whether or not there was another brother in the family business.

Mr Albert Dorn of Croydon was certainly in the school photograph business and invented a process for taking a number of individual portraits on one glass negative.

It is possible that schools in Croydon, Brighton, Peterborough or London, may have come upon some reference to the Dorans in the course of a local history or environmental studies project. If so, we should be most grateful to hear from them.

P E PICKLES
21 Thornhill Croft
Waltham, Walsfield
West Yorkshire

Winning ways

Sir - The most disturbing aspect of A Veronica Warner's experience in seeking promotion (TES, June 19) is not, surely, that "for a woman to be appointed" she must "be clearly better than the male candidates", since there is always a hope that the best candidate will be appointed to any post.

It is far more disturbing that it was apparently assumed that women need and lack the capability to cope with multifarious activities and responsibilities. Men, it would seem, are automatically assumed to be multi-compartmental, and I fear this is more likely, not to have significant home or family responsibilities.

K D BAILEY
116 Drolwich Road, Worcester

Head start

Sir - Congratulations to Neil Ransom for raising the issue of the necessity for, and the scarcity of, management training opportunities for senior management in schools (TES, June 19).

The needs identified in his column, with the proposed initiatives expressed in "Drilling a new model army" which appeared in the same edition, encapsulates what has been happening for the past five years at the Regional Headship Unit based at Woolley Hall, Wakefield.

Here is an example of a response, initiated and fully supported by the 11 LEAs of Yorkshire and Humberside to provide full-time six-week courses for experienced heads. It recognizes a need, and provides specific skills development aid a continuing network of support for managing change and introducing initiatives.

The programme has been developed according to the expressed needs of the participant heads, and constantly under review to respond to the increasing demands of the leadership, organization and development of our schools.

Courses are run separately for heads of primary, middle and secondary schools. Special school heads apply for whichever course most suits their needs, and recent appointees can attend 20-day part-time courses.

Every six weeks 22 headteachers return to their schools, a little more "developed" in management skills, and taking with them a support network which they can rely for the rest of their time in headship. There have been 28 groups in all, a total of nearly 600 heads, all of whom still meet each term.

During the past year one of the authorities has seconded a headteacher to research the long-term outcomes of the course. The completed report is due out this month. More than Neil Ransom's "small start" perhaps? Certainly running effectively on the lines he suggests, for such courses. Worth investigating by the members of the proposed National Training College for Heads?

MAUREEN NORTON
Director
Yorkshire and Humberside Regional Headship Unit
Wakefield

Cash crisis

Sir - Selma Montford is quite right in pointing to urban studies centres as an invaluable resource for environmental studies within the GCSE (Letters, May 29).

Unfortunately, the vast majority of the 41 urban studies centres across the country are severely underfunded. The recent HM report on these centres states clearly that they are providing a valuable service in education in enhancing understanding and awareness about the urban environment, but that there is also "a need for some more permanent basis for funding and hence staffing".

Greater links with local education authorities and LEAs to realize the value of their (my emphasis), if LEAs offered greater support for community-based initiatives such as urban studies centres, then the "wealthy resources" and "enthusiastic staff" referred to could be larger and deal more effectively with the needs of teachers - surely, only then

Baker's quality control creates a new élite

Sir - I thanked Mr Baker at a public meeting some months before the General Election for the enthusiasm about education that he had communicated. Among the things that the electorate has endorsed, Mr Baker's enthusiasm and zeal for higher standards in schools is high on the list. He evidently believes that more could be done to give our children better schools. Most of us feel that he is correct.

What is now most to be feared is that the DES will be satisfied with a pattern of schooling which embodies the deplorable assumption that the quality of a good school depends chiefly on the children who don't go to it. In other words, you can only give the country better schools by producing worse ones.

This largely accounted for the success of the pre-comprehensive gram-

mar schools. Their performance was good because the local secondary moderns took the hard work out of grammar-school teaching. It accounts for the quality of the present independent sector, for whom a buoyant market makes parents beggars rather than choosers.

It remains to be seen whether, in the age of Baker, a national curriculum and criterion referencing can prevent the creation of sink schools for which the Government will disclaim all responsibility at the next general election.

RICHARD WILKINS
General Secretary
Association of Christian Teachers
2, Rensland Hill
St Albans
Herts

Basic facts

Sir - On the front page of your June 19 issue Mrs Audrey O'Dell of the Tottenham Parents' Group is quoted as saying: "Standards are falling in schools and every effort should be made to improve them."

Once again schools are being subjected to unsubstantiated criticism. Would Mrs O'Dell care to put forward the evidence upon which she bases her remarks?

One of the reasons for low morale in the teaching profession at the moment is that we have been subjected to this kind of verbiage for far too long. Criticize by all means, but at least make it clear to recipients what basis there is in facts.

A J KNIGHT
7 Ingersley Rise
West End, Southampton

Due consideration

Sir - I have always felt that the interaction between child and teacher ro be at the heart of the educational process and, like Mark Lee (Letters, TES, June 12) would like to see more consideration of children in the current debates.

It was interesting to read in your same issue, of a lecturer who wishes to establish an independent boys' grammar school "to offer a choice to parents, who after all are consumers". Teachers must put children forward as the consumers; maybe we have to remind everyone of this - not least some of those within the system.

G H CLARKE
St Jude's
Edinburgh
Nr Dunstable
Beds

Photo call

Sir - I read Geoffrey Samuel's article with interest "It's fun but is it education?" (TES, June 19), but I suspect I was one of a small minority - no pictures, no cartoons; just a well-argued opinion.

We must both be of the same generation, relied on a diet of *Hogwarts*, *Wizard*, *Rover* and *Adventure*: 20 pages of close print and but half a dozen crude line drawings and a few perfunctory advertisements selling foreign stamps.

Reading matter today has to compete with television, with its constant picture changes. Just watch a news programme and notice how the pictures available determine the story.

Marsden M. J. (a message to be more relevant, not that he is read much now, the paragraphs are too long and there are no photographs).

ROY SETTER
31 Keswick Road
Great Bookham
Leatherhead
Surrey

Home truths

Sir - If your speculative editorial (TES, June 19) is anywhere near the mark and there is support for a revised look at the blueprint for city technology colleges, there is no need to seek a transatlantic exemplar "nudging the lines of the American Community College".

The successful development of tertiary colleges in this country illustrates that imagination and efficiency are not only to be found within the business sector; indeed all the criteria (and more) set out in the CTCs' initial prospectus are to be found or can be pursued by the tertiary college model.

Development on the triple axis of all ages, all abilities and all interests pursued to excellence will satisfy the most rigorous academic criteria. In addition the breadth of provision and the range of actual and potential customers can stimulate courageous and dynamic management.

We need not seek "lighthouse institutions" elsewhere - mind you a few replacement lamps would help!

K W RIDDIMAN
Principal
Wakefield District College
Wakefield

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IT-INSET

Working in teams

Robert Fisher

Initial training - in-service training (IT-INSET) is an exciting new approach to teacher education. It involves teachers, students and tutors working in teams in school-based curriculum development in the classroom on a topic designed by the teacher.

This creates opportunities for initial training for students and in-service education for teachers and college tutors. It is a way of bringing schools and colleges of education into partnership, using a collaborative, professional approach to curriculum review.

IT-INSET recognizes that children's learning is the central focus of curriculum review. To try to achieve that the team must plan its work together; share the teaching and learning; and evaluate the relevance and value of what pupils have gained from each session; reflect on what they learned; and use this in planning the next stage.

The whole team works together in the classroom, sharing in teaching and observation. It then discusses and evaluates its joint work.

At Archdeacon Cambridge's School the teachers chose a science-based topic on transport. The project involved all six junior classes, in partnership with 36 students and six lecturers from St Mary's College, Twickenham. Each class had a team of teacher, tutor and six students. Each team worked together in the classroom; sharing in the planning and in the evaluation of their joint work - showing how policies can be put into practice, through teamwork, in a school-based project.

The project lasted for half a term and included four school-based Friday morning sessions involving the teachers, tutors and students. Children often lack the opportunity to work for a concentrated length of time on one topic or activity, so it was decided to work a two-hour session from 9.30-11.30 am, followed by a long break to allow the team to evaluate and plan for the next session.

The activities prepared for the children were practical model-building and problem-solving. Children were allowed to work in small groups, not just learning science, but being actively involved as scientists. The aim was to show how a school-based project could be pursued through team-teaching, with a variety of learning experiences linked to a particular theme.

Each class chose one aspect of transport - the wheel, roads, water, rail, natural forces and flight. Teachers, tutors and students took it in turn to teach - leading class discussion and group work, end to observe - stepping back to evaluate teaching strategies and learning experiences.

As the groups of children changed activities the value of discussion was always evident. "What do you think will happen?", "What is happening?", "What has happened?" In their different ways the children and their teachers were sharing in the same kind of learning process - pooling ideas, planning, observation, learning by doing, by trial and error, by testing and then evaluating the results.

Much of the group work was based on guided discovery - through designing, model-making and experiment - but also through art, movement and drama. One class had been studying and making water wheels. They were then asked to imagine themselves living in a village where their life depended on the water. One night the wheel was stolen. Problem: what should the villagers do? After discussion the children were asked to work out their own responses through role play in groups. In the planning stage the question was raised of whether we give enough opportunities for children to explore themes through drama and role play. The evaluation focused on the actual learning experiences. The three key questions which the teaching teams asked themselves after each completed session were:

Q What did the children actually do?
Q How were the children learning?
Q How worthwhile was it?

The project was not without its problems, usually the familiar ones of time and resources. One student felt: "A lot of preparation time is needed for this type of project, but it wasn't available."

A class teacher remarked: "It would have been better with more planning and consultation before each session, and an end product such as an assembly or exhibition where children teachers and students could share what was taking place in different classes."

And to keep out and just watch? The project may have finished but the process continues. As one student put it: "The children certainly enjoyed the time that we were there. However, what we have now to analyze is why they enjoyed it, what they learnt, and how we could improve on what we did."

The true benefit of IT-INSET lies in helping us to focus more clearly on the ways our teaching can match the real needs of children.

Robert Fisher is head of Archdeacon Cambridge's primary school. A video of this IT-INSET project is available on loan from St Mary's College, Twickenham, or from Archdeacon Cambridge's School, The Grange, Twickenham.

TALKBACK

To take issue with Geoffrey Samuel's article, "It's fun but is it education?" (TES June 19), in particular his comments about history, we would like to ally some of his fears for the rigour of "so-called" academic subjects. He is concerned that the use of interview techniques or simulation exercises, which form only part of a whole course, would not provide the "mental discipline" demanded by advanced study.

He is quite correct in stating that "it is fun: it engages the attention and enthusiasm of pupils". If this is the case, then it would not be unreasonable to assume that a love of the subject, which will lead to the "mental discipline" required at advanced stages of study, has been engendered. If pupils are, from an early age, familiar with the discipline and skills of the subject, they are likely to gain more from it and contribute more to it as they mature.

As practising teachers and parents, we notice how full of enthusiasm they are when they leave junior school, but we soon see that enthusiasm evaporating. Could the restriction of set period times, a broad curriculum and preparation for examinations account for the change, or is it simply adolescence and all that accompanies it?

Schools do operate "within a given social context"; schools should be aware of the methods of communication within the social context and use them to their advantage where possible. Why should the devil have all the best tunes? This approach does not ignore the fact that young people are eager to know more than the tabloid headline appears to offer. Indeed, once stimulated, genuine learning, research and understanding takes place.

When pupils are asked to present information using techniques familiar to them, from the worlds of entertainment, the media and mass communication, they are often eager and innovative in their approaches. The depth, understanding and subtlety of their knowledge and understanding becomes evident as they compare "This Is Your Life" or "Question Time".

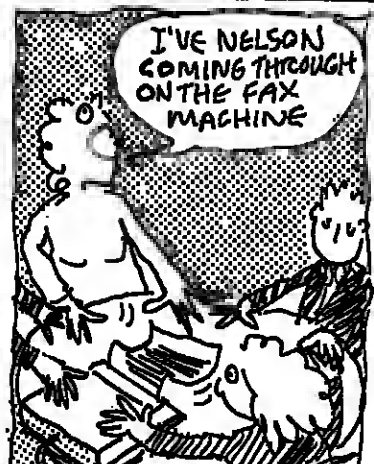
The thinking behind the "New History" debate, begun in the early Seventies, is now partly enshrined in the national criteria for history. It encourages the acquisition of historical skills, among them "an ability to look at events and issues from the perspective of people in the past, to stimulate interest in and enthusiasm for the study of the past, the use of historical evidence, an understanding of the nature of cause and consequence, continuity and change, similarity and difference".

The "content" versus "skills" argument seems to fall flat because, in the classroom, work cannot be divided as neatly as the proponents of either side would suggest. Without context, it would not be possible for pupils to engage in the skills.

To reconstruct a historical interview between Roosevelt and an American farmer in Tennessee in 1933, the pupils would need to know a great deal of factual history. They would need to understand the farmer's problems during the depression and be familiar with Democratic policies as well as Roosevelt's election promises and intentions in order to discuss them in an interview.

Having exposed pupils to the rigour of the discipline and the factual content, it becomes possible to differentiate between those who have understood the content, when they have to interpret it in an empathetic reconstruction, and those who have learned or remembered but have not understood.

That history has a "unique contribution" to make to the curriculum is undeniable. Pupils are expected to look at both sides of an argument, to analyse motives, to give opinions

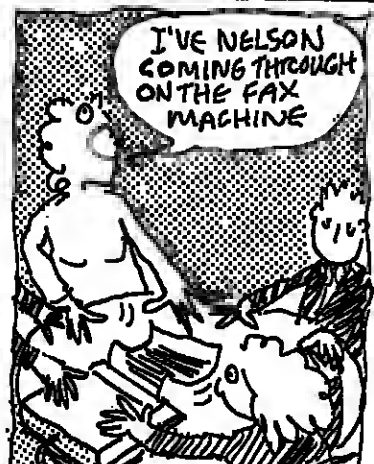


I'VE NELSON COMING THROUGH ON THE FAX MACHINE

RIGOUR

Sterility of facts

J A McCann et al



I'VE NELSON COMING THROUGH ON THE FAX MACHINE

based on evidence, to detect bias and propaganda, to reach conclusions and make decisions, to enter into the situations and feelings of individuals in the past.

It is, therefore, not surprising that history teachers will make every effort to move away from the sterility of pupils learning only a long list of dates and facts without any real value or purpose. The training of memory can be achieved in other ways which may be longer lasting when what is remembered is also understood.

Collingwood, writing on the philosophy of history, stresses the importance of "imaginative understanding": the need to rethink the thoughts of the past and the need for critical thinking. If we are to serve the discipline of the subject, we owe it to our pupils to give them the tools and experiences which will allow them to continue such rigour at an advanced level.

Most proponents of the new methodology have reflected on ways in which the subject will be best served. They have seen that if we are to contribute to producing "a society capable of testing and reasoning, willing and able to consider issues in depth, prepared to make an effort to understand", then history teaching must provide the range of experiences and skills which will produce citizens for such a society.

Learning does require both "concentration and commitment". It can be fun and pupils can benefit from a variety of approaches. To base criticism on one kind of observed classroom experience, to suggest that education cannot be fun, is an unwillingness to link current thinking within the discipline with examination requirements.

We have moved far enough into Dickensian schoolroom scenes to be able to claim that learning and experiences which are also fun in the classroom are no longer mutually exclusive.

J A McCann is head of history at R. Murphy, J. Quirk and L. Stafford are members of the history department at The Heathfield School, Heathfield.

YOUNG MUMS

Best of a bad job

Frankie Hudson

Nigel Cousin's article on teenage pregnancy "A Mother is somebody" (TES June 12) is eloquent and plausible. He is right about a young mother's status: when career, employment and financial prospects are bleak to all young people, a young woman may find fulfilment and a life's work in producing offspring.

He is right too about the lack of value placed on young and single mothers by society and by themselves, about the remote chances of their children enhancing their lives, and about many of them coping without help from the fathers.

But he has omitted the most important factor: these mothers are very young in terms of emotional maturity and do not at the time of conception

nor during pregnancy realize what lies ahead. How can they at 12, 13, 14, 15 or 16?

I teach and work with schoolgirl mothers and keep in touch with our old girls. I would suggest from our wide experience that those who eschew partnership with a man while increasing their family may be coping, but only at survival level. It is their job at the Unit to support and encourage pregnant schoolgirls once they have decided to keep the baby.

However, they themselves recognize that most of them are making the best of a bad job. Research suggests that only a small minority intend to become pregnant, while most make little or no effort to use contraception.

At such a young age they do not

INTERVIEWS

One question

Len Banister

Interviews are by far the cheapest way of selecting people for jobs - cheap but not very accurate. The accuracy of the process is probably of more concern to the potential employer. The interviewee is likely to be more interested in receiving fair treatment.

The days are gone (in urban areas at least) when women were quizzed about how they planned to look after their own children and many authorities are investing considerable resources to remove such and similar questions from the interview.

When he attended an information evening with the other candidates it was discovered that none of them had received the usual preliminary questions. All had to submit questions which were recorded and answered at the end of the meeting accompanied by the assurance that the event in no

Time out

Smoothing the path back to the classroom

How do you take time out of teaching without slipping down the career ladder? In industry and commerce, particularly in areas like banking which devalues by the same token the skills of age fathers. This is a nonsense in the light of education for responsibility and relationships which comprises a considerable proportion of school programmes.

We must work hard on all young people, male and female, to encourage parenthood at a sensible age if we are to create happy and productive citizens with a sense of self worth.

Frankie Hudson works at the Unit for Schoolgirl Mothers, St Philip's Marsh Nursery School, Bristol.

way contributed to the selection process.

The actual interview was even more unusual. The panel comprised governors, education officers and others. Each had a written question which they asked of each candidate in a common form. Follow-up questions were not permitted.

The question was read out, the candidate responded and, if the candidate paused, the next question followed.

While this procedure obviously reduces the variables, it does have the disadvantage that it removes the one advantage of the interview: the examination of the interviewee's personality.

No doubt the next step will be an examination paper for each candidate. Think of the cost! This will save a lot of time between teaching music in a girls' grammar.

Len Banister is head teacher of a primary school in Waltham Forest.

It's also an opportunity to gain new skills and qualifications: she took an OU degree, wrote two books on teaching music and lectured to the Workers' Educational Association.

The most important thing is that the group retains its professional edge, according to Pauline Buzzing. "A key feature is to let members be autonomous and assess their own needs." The first request was for an overview of the main educational developments of the past 10 years, which was provided by Geoffrey Hands, the senior adviser for in-service training. Subsequent meetings have looked at drama across the curriculum, gender in the primary school, profiling and maths teaching. Group members particularly appreciate the high standard of speakers: "Being treated as a professional again gives your confidence a big boost".

But KIT activities extend far beyond the monthly meetings and depend very much on members' interests. The group enables them to become part of the network of teachers, advisers, colleges and resource centres that appeared almost impenetrable before. A primary specialist may ask for observation in an infants' school; another may want to find out about a particular reading scheme, or microcomputer. Secondary teachers may feel out of touch with the developments in vocational education. Pauline Buzzing puts them in contact with schools where they can find out more. "Local heads and advisers have fallen over themselves to be helpful," she says, and her own knowledge of the schools built up over six years at the centre means she can establish the most valuable links.

Group visits are also arranged to look at aspects of school management with which members may be unfamiliar: the integrated day, open-plan, and the vertical grouping of small village schools. Such opportunities for purposeful observation provide a welcome contrast to the kind of involvement that one member described as "wiping noses and mixing paints".

Job applications, references and interviews present particular problems for those who have been out of teaching for some years. When one member applied for a maternity leave job she was put in touch with a primary head and went to talk to her about the kind of questions she might be asked. "It's the sort of contact I can make very easily over the phone, but it's almost impossible for someone who has been out of the system for some time," says Pauline Buzzing.

Nearly three-quarters of the group are doing some supply teaching. For them the centre is a useful source of advice and ideas as well as a practical help. Ways of making supply teaching a more rewarding experience both for the school and the part-time teacher are also being looked at. A contribution to the latest edition of the group's monthly newsletter, *Kiblog*, by Mike Harbour, deputy head at Felpham Comprehensive School, describes some of the difficulties faced: unfamiliarity with the school's organization and systems, anxiety over discipline, lack of continuity and often "feeling like babysitters with pupils they would not get to know, doing a subject that was not their own". Among the suggestions that emerged was a request for clear, written information about the school and the chance to take part in meetings and INSET programmes.

Pauline Buzzing believes that the group's best work will come in about two years' time, when a wider network has been established and there has been a chance to evaluate results. At the moment there is a lack of similar schemes in education against which they can measure themselves.

Bob the Equal Opportunities Commission and the Industrial Society run courses on managing the career break. The Pepperell Unit at the Industrial Society, which is specifically concerned with maximizing working women's contribution in industry, is now also discussing courses for women returners in education with the National Union of Teachers and some local authorities.

The unit's management adviser, Beryl Morris, co-secondment from North East London Polytechnic, would like to develop work in this area. There are many common problems, she says: outdated skills, a new market place, lack of contacts and confidence and the need to balance professional and domestic responsibilities.

Because it is so important to reach the employers as the women returners, the unit and the Women Returners' Network at Hinfild Polytechnic run courses to show management what steps can be taken to cater for the career break and re-entry to employment. The banks have been at the forefront of such schemes, recognizing the huge loss of investment in recruitment and training if women are allowed to drift away.

Education remains one of the areas least prepared, according to Beryl Morris. Women return to low-level posts with little preparation or training. Until schemes like West Sussex's KIT are extended, women's career paths will continue to look like a game of snakes and ladders.

Pauline Buzzing believes the career break should be seen as a time of positive career development, not as the "lost years" some prospective employers regard it. "Nothing teaches one resourcefulness, management or organization better."

Mary Cruickshank



It's the Muppet Show!

Here is an important message for all other closet-nostalgics who learned their craft at "training college" and first encountered acronyms with the introduction of RSLA: you can come out now, help is at hand.

There is an excellent television series which explains the complexities and dynamics of teaching in the comprehensives of the Eighties. It's called *The Muppet Show*. Jim Henson's clever parody is very subtle, but it's all there. Your local comprehensive in miniature.

Take that poor frog, Kermit. An archetypal stilt school head - well-intentioned soul, totally dedicated to his calling, often let down by his colleagues, frequently misunderstood, his authority constantly flouted. Yet somehow or other he manages to keep the show on the road. And smile at the audience.

All this despite the attentions of another would-be star trying to hog the limelight. Whether "Deputy VC Senior Girls", head of nutrition and textiles (used to be cookery and sewing, remember?), or even school secretary, every comprehensive school has a Miss Piggy whose enduring self-importance is a little cover-up for her sense of rejection in having to play second fiddle to the head's first love, "Our School". Her dulcet tones for "Sweet, sweet Kermit!" can quickly crack backstage into the baritone snarl, "Now listen here, FRAHGI!"

Speaking of dulcet tones, you may wonder what happened to the traditional school choir, the Muppaphones. The hammer-on-the-gramophone technique did produce results, but in later years it also produced several law suits.

These days, the music department's contribution to Assembly is the revolutionary Dr Teeth and his Muppet Mayhem Band, with Janice, the caretaker's nubile daughter, on bass guitar and Animal, scourge of the "Doing Useful Macramé By Oneself" (another acronym) project, on drums. Well, it keeps him away from the art department's glue.

The DUMBO Project was, of course, the brainchild of Gonzo the Great. Gimmick-crazy, megalomaniac, and blissfully unaware of time-taking repercussions, he rolls up at the heads-of-faculty meeting each week with some amazing new spectacle he wants worked into the curriculum. With virtually unlimited funding available for anything labelled TVEI, he has introduced executive limousine valeting and office morals under the umbrella of business studies. Which would account for his new car and bizarre videos.

"Hiya, Hiya, HIYA!" Here comes GCSE co-ordinator Fozzy Bear with another of his funny monologues. He gives them titles such as "Guidelines to Advanced Hysteria" and "Phase Out Training". He once admitted, "I tell jokes to buy friends", revealing the prevailing belief that bought friends in high places can still get you the odd seat on a plane.

Just a word here about the Swedish Chef. He doesn't always appear to know what he's doing, whatever dish he's cooking. And no one's ever entirely sure what he's saying when he tries to explain it. Just like any head of faculty explaining the allocation of capitulation allowances.

Finally, the two venerable relics of the original secondary modern, Waldorf and Stiller, you know, the two crone-like old codgers in the box at the theatre. The timetable says "Craft Design Technology", but they still teach what they call woodwork and metalwork. They've seen a hundred headteachers come and go and not have reached the stage where nothing would surprise them now. Except, possibly, a repeat of "The Good Old Days". Let them have the last word of encouragement:

W: Have you ever thought there must be life after death?

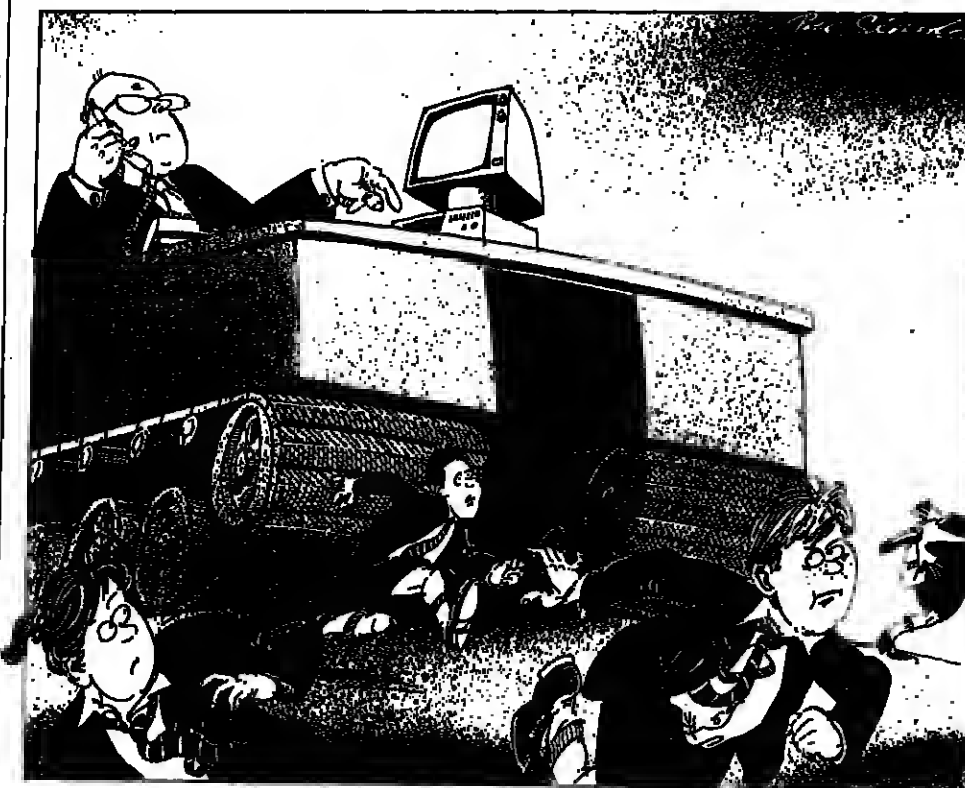
S: Yes. Every time I leave this place!

Brenda Courtie

FEATURES

In at the naff end

Fred Sedgwick takes an instant dislike to a new journal of educational management



More basically, how can any magazine with "education" in the title get into print without saying something serious about the students?

So what, if not the students, is management concerned with? One answer is public relations.

"Individual schools must take responsibility for changing the national image of comprehensive schools", says the blurb over one article. Fair enough - we all resent that media presentation that shows our schools as being sinks for the unspeakable teacher in pursuit of the illiterate pupil. But image-consciousness is often taken to ridiculous lengths, such as when both my local

comprehensive schools changed their "logos" within six months, as if the face we present to the community on our letterheads and school uniforms is more important than the substance that makes up what goes on inside our classrooms. While there are 300-odd words here about images, there is nothing about children learning.

I can judge from this magazine that management is also interested in techniques, training and skills. Lynton Gray (from North East London Poly again) argues for a technique in which teachers attending a management training course exchange their names, addresses, telephone num-

bers, position, and favourite lunchtime drink (honestly... Shome mishake here, shurey... I resist with difficulty a number of jokes with alcoholic and sexual innuendo), in order to break the ice on the first day.

Now the point here is that training and education are two different things. We train each other to ride bikes, to drive cars, to play football, to take the first steps in using a calculator; when it comes to the free exchange of ideas, intellectual concepts and perspectives, we educate. The emphasis on skills, too, is inappropriate. You think these writers had forgotten that knowledge and attitudes have a vital function in the educational equation, let alone, to quote Gerald Hage in *The TES* recently, "ideals, principles, love, respect, vision, hope". Anything from that list would look like a nun in a brothel in this publication.

The appearance of the magazine suggests that its editor thinks we all have reading ages of about 12. There are massive headlines to each article, often taking up half the page; little summary boxes ("Ten Commandments about meetings") and appalling English grammar, like this:

Visiting various colleges... over the last two years, the discussions have usually centred on...

That writer should have re-read his stuff, and found that the notions of discussions travelling about the country is absurd. And the style is a fustian, as in a piece by Jane R. Myles of the University of Leicester, who can't see a dot without noting it down for future use: the profession might wish that teacher education had never reared its ugly head... it looks like staying with us for a long time to come.

I still don't know whether I have any information now about educational management. Maybe this is the naff end of the market, but there's some splendid rigorous journalism here which will send me. This no doubt will convince me that management isn't always something which else does to you, like mugging, or the way it long jokes; that it hasn't always got a rigid ideological position that believes the end justifies the means. That's the best I've seen that's stepped on to my desk from these pages despite the user-friendly style. And I, for one, think better of teachers than that.

Fred Sedgwick is head teacher of Doherty primary school, Ipswich.

The enabling curriculum

Virginia Makins reports on the liberating structure of a Walsall comprehensive

When Martin Taylor moved to T P Riley school in Walsall from a high-profile innovating Oxford comprehensive, he planned to take things slowly. "I'd been on the management courses that tell you to change one thing immediately, to show that you're no pushover, but otherwise to wait and see."

But his caution was disrupted by the T P Riley deputy head, who knew all about the innovations at Peers School, where Taylor had been deputy. "They spent a long evening grilling him about his ideas for change, and then asked: 'When do we start?'"

The result has been the introduction of an "enabling structure" designed to make changes in the curriculum and organization of the school more feasible, without forcing too much. The structure was agreed by the staff in December 1984 - in Taylor's first term at the school - and is still on course (though slightly delayed) in spite of the staff's solid support of the teacher's pay action.

The key to the new structure is that subject departments have been grouped into curriculum areas, and then the timetable has been blocked so that year or half-year groups are taught the same group of subjects at the same time. The teams of teachers in any curriculum area can use the time as they like - keeping separate subjects or shared teaching groups, or beginning to integrate the work and rearrange teaching groups.

T P Riley is a large comprehensive with 1,300 pupils. When Taylor arrived, the

school had been run as a tight academic ship, and was very popular with parents. There was early streaming, with separate remedial classes.

Several attempts had been made to review and modernize the curriculum, and some new ideas had taken root, such as a core fourth and fifth-year course in Modern Industrial Society, designed with help from trade unions and industry.

But not all the changes had been successful. "We'd had an awful lot of initiatives and not all had been seen through to their logical conclusion," said a teacher. "Senior staff moved on and the initiatives withered."

"Changing teaching styles is the most difficult thing and it's particularly difficult when nothing else is changing. The new structure makes it much easier," said David Allsopp, the senior deputy head, who has worked in the school for many years.

Another important element in the new scheme was a complete reorganization of the specialist departments. Its teachers were brought out from their separate remedial world to support teachers in the curriculum teams, helping pupils with special needs, and designing teaching materials to help those with difficulties, or to extend the more able.

The beauty of the new structure, in Martin Taylor's eyes, is that energy can go into genuine changes in curriculum and teaching methods, and not be diverted into setting up new organizational structures - such as a new curriculum department - in a hasty way.

Instead of a new hierarchy of faculty heads, co-ordinators have been appointed for the various curriculum areas. It hasn't been an easy job, and there are areas where very little has changed. But when a group of teachers in one of the curriculum areas does decide to pilot new ideas, the structure makes it much easier for them to move.

"Things are happening in a piecemeal way, in areas where people are prepared to take risks", says John Chapman, the deputy head in charge of the lower school. "It's a start and it is moving us from rigid line management to teams of people who are responsible for their own world, and able to share successes and mistakes."

The school has already changed from a conventional timetable to a 25-period week, and next year will have 20 periods a week - three 70-minute ones in the morning, and one 80-minute period in the afternoon, which should make it easier to arrange work outside the classroom. "With the longer teaching periods our methods will have to change," said a teacher. Each curriculum area is allocated a set number of periods each week, so that all pupils will have a balanced curriculum diet up to the age of 16.

There are nine areas: English; mathematics; languages; expressive arts (art, drama, music and the dance bit of physical education); human studies (geography, history, religious education, economics, and the modern industrial society course); "learning for everyday life" (PE, home economics, careers, information technology, business studies and careers); science and craft; design and technology; and the tutorial programme, which is now treated in exactly the same way as other areas, and given one period a week.

The new arrangements started for first-years in September. Next year, they will continue into the third year and start for the fourth year - with some curriculum areas using them to introduce modular approaches to GCSE and other work.

Talking to the staff, you meet an inevitable degree of cynicism about the new arrangements. "All this talk about structure - you can have a wonderful structure and nothing happens." The curriculum team led by some former arrangements, but at least, it is possible.

much as before.

But other areas have been taking off. The "learning for everyday life" teams have co-ordinated work on health and sex education in the lower school, brought school meals into the curriculum, and introduced systems for pupils to monitor their individual fitness and health.

The expressive arts team have done interesting work around themes in the lower school, leading to presentations and performances by groups of pupils. The PE department has undertaken some home-grown in-service training so that they can offer donee to all pupils, and the department is developing a modular GCSE course.

English teachers, and some of the human studies teachers, have begun to change their teaching methods so that students are more actively involved in the work. "The lower school is remarkably different to what it was," said David Allsopp. "The children's attitudes to learning have changed, there's great enthusiasm."

Not all the recent changes at T P Riley are due to the curriculum structure. The Technical and Vocational Education Initiative came in at very short notice in the autumn of 1984, and has helped to influence teaching ideas and methods. The new in-service arrangements led to serious discussion of needs, with more attention to classroom discipline and to the personal career needs of teachers. A new house in-service magazine is a forum for teachers to report back on course initiatives and problems.

In the lower school, there has been a lot of attention to records, and department now assesses children on several aspects of their work. The English department assesses 14 attributes, from the use of full stops to general attitudes to work under three headings: behaviour, written work, and oracy.

But the new subject groupings and timetable structure does seem to allow a great deal of small-scale experiment with teaching styles and curriculum content by small teams of teachers, in a way that a conventional timetable could hardly permit. "The school's previous initiatives were tripping over the structure," said John Chapman, the deputy head in charge of curriculum. "With the new structure, you may not get the change, but at least, it is possible."

FEATURES

Take it from the bottom

Carolyn O'Grady reports on Avon's new media education guidelines



There is a happy buzz of interest in Rae Brown's room at Broadway infants school in Avon. At one table, three of the lively six and seven-year-olds have been given a large sheet of paper with a photo in the middle and are completing the picture. Another group is adding captions to a mass of photographs.

Elsewhere children are selecting the best photographs for a project on "Our School", and making notes on the reasons for their choices. And books of photo stories are displayed, in which the storyline, the photographs and the captions have all been produced by the children.

It could be any successful infants classroom, but it was being shown to me as an illustration of Avon education department's new approach to media education, a controversial subject area which, with its terrible twin media studies, has provoked a great deal of prejudice and fear. It is a subject which is often seen as taking an academic, "top down" approach. Avon's policy is to start at the other end - with the primary schools.

The county's thinking has been set out in new guidelines drawn up by the Avon Primary Media Education Working Party and distributed earlier this year. The tone of the document is low-key and matter-of-fact, a long way from the academic, jargon-saturated and often politically orientated documents once associated with the subject. Its tenor is summed up by one of its authors, Brian Gosling: "There is nothing radical about media education in the primary school. It slots in so easily."

The ideas, skills and concepts that make media education a distinctive area for study, however, are emphasized in the guidelines. These include partially, media conventions - including stereotypes; genre and the way the audience influences a product, whether film, newspaper, photograph or book. The ownership of the media and the question of control are also considered along with semiotics: the way meanings and messages are represented.

The chapters on "The Issues of Media Education" is the most academic and jargon-filled in the guidelines, but elsewhere the emphasis is on conveying these ideas through practical activities which involve perhaps only a small element of media education.

"Most teachers will find that they are already involved in media education at one level or another through their concern that children should develop a wide range of communications skills. Teachers have probably classified this work as a language, art or drama."



Pupils wrote about the history of flight using the computer program Front Page

Often, the guidelines suggest, media education in the primary school means adding a new perspective, a few more questions to the points a teacher would normally want to raise in any lesson. Activities designed to illustrate such issues as partially "provide further opportunities for the extension of language, creative writing, art, drama, moral and social development". The idea is that media education should permeate the whole primary school curriculum rather than be grafted on.

Rae Brown attended the second of two year-long courses on media education at Bath teachers' centre, organized by Avon. Early on she decided that she wanted to do a lot of work with photography.

"With the first lot of photos all the reactions were on the lines of giggly comments on who was in them and how fuzzy they were." But gradually a more sophisticated awareness of how photographs could be used to communicate emerged.

One successful project was based on a little girl's story about a lost letter. The class together looked at the story and decided what photographs should go on each page of the album. Each photograph was planned and Rae took groups of six or seven children out at a time to record the story in sequence.

"Later the children suggested that we could have taken the same location photographs together, regardless of how they appeared in the album." They began to understand how photographs could be rigged. In the story the letter is snatched away by the wind near the post-box, but the nearby main road meant Rae was reluctant to allow them to throw the letter into the air there.

"It took quite a lot of discussion for them to realize that the photograph of the letter in the air didn't actually need to be taken by the post-box at all. At this point they appreciated that photographs don't necessarily tell the whole truth."

These and other exercises in the classroom suggest to the children how the media construct messages and also give them a chance to create their own.

Rae emphasizes that these projects are not technical exercises. "I'm not teaching photography. The kids are using photography in the course of the development of a project. It's an exercise in awareness. At the end of the project we are not just interested in whether the photos are technically good but in whether they show what they wanted."

It is important therefore that the children feel that it is their own work, that they take the photo or set up the shot on a tripod, devise the captions

and also do the typing, even though this is a laborious and difficult task.

Brian Gosling, the acting head of St John's CE junior school in Chipping Sodbury, is one of the authors of the guidelines. He describes himself as a media education "enthusiast" and is now organizing a series of workshops on media education which is a pilot for a programme of support to be developed across the county. The workshops, which span three evenings, give teachers the opportunity to try out sophisticated equipment including a video camera.

At St John's school, teachers are incorporating ideas or perspectives from media education into their day to day work. As part of a project on space, for example, children devised a brochure on earth as a holiday resort for space tourists. The exercise led to a discussion of the partiality of holiday brochures and other advertisements.

Elsewhere children were using a computer program, *Front Page*, to record the life of Jesus as a series of news stories and to write up landmark events in the history of flight, again as a series of news stories.

Brian Gosling has done a lot of work using a video camera. One approach which he has found easy and productive is to involve children playing and filming an advertisement. They display a healthy cynicism, he says, producing commercials on topics such as a warning against "the most boring book in the world" (a school textbook) and a new improved brand of coffee that made you vomit.

One of the advantages of using a video recorder is that results can be played back immediately and good and bad points discussed openly. Through a process of planning, doing, discussion and review Brian Gosling found that children began to understand not only the technical operation of the equipment, but also the conventions of narrative work and why some story-telling could be incomprehensible to an uninitiated audience.

He believes very firmly that the children should be allowed to experiment and advises teachers to resist pressures, at least at first, to make films for showing to other children or parents. "The opportunities to experiment without having to produce a film of presentable quality always seem to me to have a greater educational worth." The importance of allowing the children to learn through experimentation and through making mistakes is emphasized in the guidelines.

"Mistakes should not be feared. Despite always encouraging children to do their best, mistakes should be welcomed as an opportunity to build on the children's understanding and abilities based

on their own work."

Eric Williams, Avon's adviser on music, drama and media education and convenor of the Primary Media Education Working Party, finds that many teachers are afraid of what they see as an academic, "rarefied" and jargon-filled subject area. "They think it will require technical skill and that the kids will be required to produce perfect videos. In fact the children's learning has to be based on concrete understanding. You start from where they are and build up that."

The working party's views on home viewing - the question of violence on TV, distinguishing between fact and fiction and discerning hidden messages - is linked to this emphasis on doing. "It is not suggested that schools should attempt simply to 'inoculate' children against the harmful effects of television, even if it were possible to do so. Rather they should attempt to develop discerning viewers who are capable of using media forms positively both as consumers and producers."

"It is not enough", says Eric Williams, "just to talk about what they saw last night - the children need to develop a critical awareness."

The next step in spreading the message of the guidelines will be a gathering of heads later this year to introduce the ideas, followed by in-service day programmes for teachers. There will also be evening support sessions spread over a term.

Another year's course is also planned, this time in conjunction with Somerset education department, which will aim to relate media education to information skills. It will, for example, look at how television and radio can be used as a means of inquiry and recording as well as communicating.

Radio Bristol and HTV have been helpful. Next year a teacher will be seconded to HTV to work on a magazine programme and to put together a resource pack for schools on how programmes are made. Avon also wants to develop closer contacts with professional video producers and photographers to cater for a high level of demand. Three teachers' packs have already been developed as part of an Arts Council funded project on photography.

"We want to find ways of bringing the guidelines into the consciousness of all teachers, not just a small band of enthusiasts," says Eric Williams. "We don't want them to be something that will just fizzle out in a few years."

*County of Avon Education Service Guidelines: Media Education in the Primary School. Policy and Guidelines drawn up by the Primary Media Education Working Party during 1985-1987.

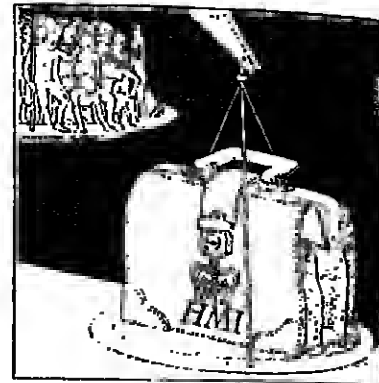


"An exercise in awareness": selecting and sequencing photographs

Review

The secret gardeners

Pauline Perry on the mysterious workings of Her Majesty's Inspectorate



HMI, By Denis Lawton and Peter Gordon. Routledge & Kegan Paul £14.95. 07102 06046.

HMI and their work have long been a mystery either frustrating or fascinating to many in the education service. A book which makes an honest attempt to assess the influence that they have had on Government policy and on education is, therefore, a welcome move. Denis Lawton and Peter Gordon have also made a meticulous and scholarly examination of the evidence which is publicly available to demonstrate the relationship between HMI, DES and ministers.

The book offers an absorbing account of the history as well as the present structure of HMI, and in the process provides some illuminating insight into the past 150 years of English education. It brings together a great deal of evidence which has not been researched or published before, and refreshingly avoids the degeneration into anecdote and personality which so often colours any public statement about HMI.

In a recent article in *The TES* (Platform, June 19) the authors say that they have tried in the book to assess how successful HMI have been in providing a body of professional expertise independent of government and the DES. They attempt to do this through examining the influence the Inspectorate has had on the various phases of education, as well as in one chapter examining the relationships between HMI and other parts of government. The authors lack, of course, the evidence which can never be public: the degree of attention and value given by ministers to the advice of HMI in day-to-day meetings around the Secretary of State's table. Such advice is covered by privilege, and can never be publicly known, so the authors have carefully compared the evidence of published HMI views, with public actions and statements by ministers, to make their assessment of the Inspectorate's influence.

Such examination has led them to divide the period since the end of the Second World War into three phases. In the first of these the relationship between HMI and the Department was "partnership" with HMI in the political background; in the second phase, from the late Sixties to the mid Seventies, HMI are seen as returning to the political arena with a definite professional role; in the third phase, from the late Seventies to the present, the professional and independent role of HMI has become much more important.

The authors have not, I believe, understood sufficiently that HMI's role and influence is dependent entirely on the role and policies given by ministers to the DES itself, at any time in its history. The current policy of some schools taken out of local authority hands will, for example, have important implications for the role of HMI. Any change in the employers of teachers would have even more profound implications.

Throughout the Fifties and Sixties, the Ministry and then the Department were primarily concerned with facilitating the role of I.E.S.s, and were pleased to describe education as "a central service locally administered," with all the implications for low key central administration of that phrase. With such a perception of the central ministerial role, power in education was inevitably located in local authorities with their largely independent education departments, and those decades produced powerful chief education officers and a fierce belief in the independence of the individual school and teacher with respect to the curriculum. Ministers saw their role as largely that of the structural organization of schools, and particularly secondary schools in the comprehensive reforms of the Sixties. The natural territory for HMI, the curriculum and its pedagogy, was out of the hands of the DES and in the hands of teachers or their I.E.S.s, and it is therefore not surprising that HMI, on national terms, politically insignificant.

This of course was not the whole picture, but it accounts very much for the difficulties of HMI in demonstrating their value to central government at the time of the 1968 Select Committee Enquiry, which is widely and accurately quoted in the book as a key point in the history of the Inspectorate.

Several events which the authors assume served to change the role of the Department and therefore HMI quite dramatically during the next decade. The arrival of a dynamic Secretary of State called Margaret Thatcher began to shift the Department into a form of interventionism in teacher education and higher education which had not been known for some time; the Inspectorate's own decision to demonstrate its relevance by initiating the national surveys of primary and secondary education, which pushed forward the education debate into areas where central government had previously shown little interest; the Callaghan speech and the founding of public attention on the qualitative issues of education and away from the obsession with structural reform; all this led the Department to change its focus within education, and thereby fundamentally to change the role of HMI.

The Inspectorate has been forced into its central and apparently political role not because it had changed the nature of its own interest and advice, but because ministers and therefore the Department have moved into areas which were previously the "secret garden of the past service" as a former senior chief inspector once described the curriculum. No government minister concerned with the quality of education, with the content of the curriculum and the pedagogical skill of teachers, could do other than exploit this vast resource of a national Inspectorate, equipped with professional expertise and given statutory power to observe the delivery of education every day in classrooms, lecture rooms and workshops.

The awesome increase in the influence of the Inspectorate which has taken place over the last decade and more makes it crucially important that their methodology and ways of working should be made public, and the authors welcome the recent moves in that direction. In examining the recent moves in that direction, the authors ask their key question of the role of HMI as their independent and professional educator, the authors recognize the importance of HMI (credibly as expert witness, "telling it as it is"), and not how politicians or bureaucrats might wish it to be. Such a role is a far from comfortable one, and it is reassuring to those of us who have suffered some of the discomforts in recent years, that honest and sympathetic critics like Denis Lawton and Peter Gordon recognize the need for consistent vigilance. The battle for real independence is never won; it simply has to be fought again and again. In that battle, HMI's friends are often more dangerous than their enemies. The teachers who wish to use as argument only the things they most wish to hear are as much of a threat to independence as the senior administrator who tries to strengthen his arguments with ministers by enlisting HMI evidence, often selectively.

The final assessment is that so far HMI have been neither politicized nor made parts of the bureaucratic machine. If that is to continue to be true, and I believe it to be greatly to the advantage of the education service that it should, then HMI will need the sympathetic understanding of those in the education service. This book goes a long way to ensuring a more informed and sympathetic view of HMI than has been possible before, and its authors are to be congratulated for having produced an account both readable and provocative.

BOOKS

Arabs, Jews and the gulf in between

Sue Surkes on the latest books on the Middle East conflict

Arafat: Terrorist or Peacemaker? By Alan Hart. Third Edition. Sidgwick and Jackson £9.95. 0 283 99486 X.
The Palestinian Catastrophe: The 1948 Expulsion of a People from their Homeland. By Michael Palumbo. Faber and Faber £12.95. 0 571 14864 6.
Arab and Jew: Wounded Spirits in a Promised Land. By David K. Shipler. Bloomsbury £17.95. 0 7475 0037 1.
Time to Explain - an Autobiography. By Christopher Mayhew. Hutchinson £12.95. 0 09 168440 4.
The Thirteenth Gate: Travels among the Lost Tribes of Israel. By Tudar Parfitt. Widenfeld and Nicolson £12.95. 0 297 79093 5.
Holy Terror: The Inside Story of Islamic Terrorism. By Amir Taheri. Hutchinson £12.95. 0 09 165970 1.

Few Middle East observers will forget the day back in 1974 when Yasser Arafat, leader of the Palestinian Liberation Organisation, stood before the United Nations with a gun in one hand, an olive branch in the other and the haunting plea: "Do not let the olive branch fall from my hand."

His was a publicity coup which led to the passing of UN resolution 3236 recognizing the rights of the Palestinians to self-determination, national independence and sovereignty. But did the contradictory gesture tell us anything about the man?

In *Arafat, Terrorist or Peacemaker?*, the former foreign correspondent Alan Hart tries to find out which he is the stronger. His conclusion? That no leader, Arab or Jew, had done more than Arafat to prepare the ground for a comprehensive settlement of the Arab-Israeli conflict.

Hart's lively and compelling biography, now updated and revised, traces Arafat's development from his unhappy childhood in Egypt to his expulsion from Beirut and his subsequent tangles with the Achille Lauro hijack and Larnaca yacht murder affairs. The man who is so closely associated with the khaki combat gear and Arab head-dress emerges as a shrewd, charismatic character—a tactician who knows what he wants and has few scruples about getting it.

But as a true devotee of peace or even just as a man strong enough to mobilize his forces to accept compromise, his case at the end of the book remains open to question. The 1974 massacre of Israeli schoolchildren at Ma'alot springs to mind when Hart tells us that Arafat is "really only happy when he is among children".

Hart seems to indulge in a fair amount of back-peddling, calculated, one assumes, to let the reader off the hook. In a chapter about Black September (a subgroup of Fatah—the biggest organization within the PLO), he states that "all of Fatah's top leaders were opposed to the use of the terror weapon". The decision to resort to it



Yasser Arafat, right, *The Thirteenth Gate*: Moshe Kampo, Japanese calligrapher, who believes he is a member of the lost tribe of Zebulun. Below, *Holy Terror*: female soldiers of Allah, part of "the army of twenty million" which Khomeini hopes to raise by the end of the decade in order to "liberate the whole of Islam".

was taken by embittered individuals within the ranks of Fatah's fighters." In a section on the Achille Lauro affair, he takes up Arafat's own conspiracy theory and suggests that the mastermind was not the PLO executive member Abu Abbas sailing under Arafat but Syrian intelligence officers who indirectly used Abbas as a pawn to discredit the PLO and its leader. Arafat cannot have his cake and eat it. Either he has approved the use of terror and allowed his subordinates to get on with the dirty work, or he has had to disown some of the ugly doings of the past few years with the lame excuse that he did not know who was doing what.

Hart himself concedes that "Arafat lost control of events on his own side soon after he became the chairman of the PLO". If Israel were to listen to the compromises Arafat might have offered—and he insists Israel has turned a deaf ear—one wonders whether the leader could deliver. Hart's book, though dedicated to proving otherwise, will provide plenty of ammunition for those who believe he could not.

Questions of a different kind are raised by Michael Palumbo's *The Palestinian Catastrophe*, which sets itself the task of chronicling "how the Zionists carried out Ben Gurion's plan to expel the Arabs and take their places".

Palumbo nails his colours firmly to the Palestinian mast, and there is nothing inherently wrong with that. But his selection of material, his use of language—Arabs were "murdered" while Jews were "killed"—and his grudging reluctance to allow the Jews even the faintest hint of humanity, may seriously call into question any objectivity—if that, indeed, was his aim.

It is interesting to compare what can only be described as Palumbo's pole-



mic with David Shipler's Pulitzer Prize-winning epic, *Arab and Jew*, a hefty and moving work which looks at the Arab-Israeli conflict not from the snap-box but through the eyes of Israel's diverse inhabitants. Both Palumbo and Shipler use the same source material in their chapters about the still controversial Jewish massacre of Arabs in the village of Deir Yassin in 1948.

But while Palumbo chronicles the "ghoulish conduct on the part of the Zionist terrorists" with detail worthy of a video nasty and heavy concentration on eyewitness accounts of an Arab and a doctor who could only recall the SS, Shipler, without condoning the atrocities at least attempts to contextualize them.

He movingly quotes an Arab who lost family and friends in the incident, but also points out that a 1,500 strong force of the Arab Legion had just

massacred a group of Jewish kibbutzniks nearby so that emotions were running high.

Shipler is perhaps wise to avoid taking sides on such contentious issues and to explore the impact rather than the justification of war, terrorism, nationalism and religious fundamentalism on the everyday lives of Israel's people.

By interviewing a host of characters—from the Palestinian lawyer and Jewish nationalist leader to the Arab woman in love with a Jew, he is able to weave together a tapestry of immense power.

Christopher Mayhew's autobiography, *Time to Explain*, is distinctively and quintessentially British. He makes no bones about his anti-Zionism, tracing the roots to his days as Foreign Office junior minister under Ernest Bevin. But he seeks to clear his name and for all of charges that he is

also an anti-Semite. Bevin, who, he says, undoubtedly detested Jews, had made a mistake. He had attributed the characteristics of his "Zionist enemies" to the Jewish people as a whole.

It sometimes seems as if the Jews have been explored from every possible angle and vantage point—which is why it always comes as a breath of fresh air to discover an unusual line. Tudar Parfitt's *The Thirteenth Gate* is one such offering, taking us through exotic Jewish communities in search of the lost 10 tribes of Israel.

Parfitt meets the Indian Bene Israel, the Ethiopian Falashas and the Southern African Lembas, among others. He makes little comment, however, about the validity of his claims—in part, he says, because he believes that "what a group thinks about itself is at least as important as what outsiders think about it".

It is an interesting thought, especially when turned on its head and applied to the fundamentalist crusaders of Islam. For as Amir Taheri, editor until 1979 of Iran's daily newspaper *Kayhan*, tells us in his new book, *Holy Terror*, there are some who will categorize all would-be Westernizers of Muslim countries as Jews—Kemal Atatürk, Reza Shsh Pahlavi, Gamal Abdul-Nasser and even Yasser Arafat.

The revelation is one of several gems of information which add light relief to an otherwise spine-chilling account of the workings of Islamic fundamentalism "holy terror" across the world. Focusing on the Khomeini-inspired Party of Allah (Hezbollah), which boasts more than one million members in Iran and offshoots all over the globe, Taheri provides particularly interesting details about the training of fighters and the realities of life in an Iran gripped by frenzy and fear.

He describes how members of the revolutionary "komitias" and Revolutionary Guard broke into 79,000 Iranian homes over the years to seize objects of sin such as records, lipsticks and chess sets. He chronicles the many "weapons" used in the fight against Satan—the throwing of acid, for example, at the faces of unveiled girls. And he quotes private estimates which show that one in 40 of the population have served prison sentences of varying lengths for un-Islamic behaviour.

Taheri, who is patently no friend of the Ayatollahs, runs the risk of embroiling his reader in a sometimes suffocating web of detail about the history, beliefs and leadership structures of fundamentalist groups throughout the Middle East and beyond. He also concentrates on the "what" sometimes to the detriment of the "why".

But as a descriptive and amply researched account of the many-headed beast that Islamic fundamentalism has spawned, his book deserves the serious attention of anyone trying to comprehend what must be one of the most significant phenomena of the 20th century.

Homintern

The Secrets of the Service: British Intelligence and Communist Subversion 1938-51. By Anthony Glees. Cape £18. 0 224 02520.

This is the latest in the current flood of British spybooks which promises to last into the next century. The Official Secrets Act in which such volumes are nurtured has been recently fertilized by a new complaint Government protection policy. Though they will round the autobiographies of ex-spies like Peter Wright through the courts of the world from America in the *Autobiography*, second-hand accounts by former journalists and dons are welcome—even so. Our reading public, denied information from Parliaments and the newspapers about M15 (which spies on Brits) and M16 (which spies on foreigners), can now at least read with expensive, hard-boiled books.

It is not simply to this new dispensation from the Official Secrets Act that

these books owe their popularity. They also feed off and compete with each other, exonerating M16 and convicting M15 or vice versa. Peter Wright and Chapman Pincher believe that Sir Roger Hollis (once head of M15) was spy; Anthony Glees believes that he wasn't—and that the Pincher-Wright line is cunning "disinformation".

Pincher and Wright are themselves Soviet moles, contenting themselves with uncovering a veritable trail of others, from Beaverbrook acolytes like Sefton Delmer and Brendan Bracken to Smolka, Politz and other refugee foreigners, who would have got short shrift from Lord Beaverbrook in his spy-hunting mood. Since all these characters are well and truly dead, they can neither sue nor answer back.

The Glees vs Pincher argument does not simply centre on who exactly was a traitor; more importantly it is about when the security services went to pieces. The M16 orthodoxy of Pincher and Wright states that the Second World War was the security services' finest hour; the damage done by Burgess, Maclean, Blunt and Philby

was postwar degeneracy—the product, by implication, of socialist unreliability and slackness.

By contrast, Glees's heroes are socialists. Hugh Dalton, the head of the Special Operations Executive, in one. Together with his young comrades, Hugh Galskell, Richard Crossman and Patrick Gordon-Walker, he understood communists and wanted to strengthen opposition to their post-war takeover in Europe. He was eased out for his pains by a distasteful and sinister plot: Glees's *Black Noir* is Lord Vansittart, the racist anti-German ideologue, who persuaded Churchill into unconditional surrender. While the democratic left had their eyes wide open, it was the moiled right and Churchill who were blid to the post-war split in Europe, hoodwinked about Soviet intentions by their own class traitors, the "Homintern" led by Burgess and Philby. The Glees ideals in that M16 scenario had a lousy war. It is not a scenario that Chapman Pincher and Wright West can possibly allow to rest. Look out for the next thrilling episode.

Christopher Price

PAPER BACKS

The Men Who Ruined India. By Philip Mason (Penguin £4.95. 0 330 29821 3). Concise, yet eminently readable, this wide-ranging account of the 300 year British presence in India cannot fail to increase our understanding of that country's present problems. Among the first East India Company's traders of 1607, down to the officers of the Indian Civil Service prior to Partition in 1947, there existed always a basic idea of service to a custom. This sentiment survived the horrors of the Black Hole, the Mutiny, riots and famines and led, among other things, to the end of native (the burning of widows), the construction of railways and canals, and a judicial system still in force today.

First published in 1977, Alistair Horne's *A Savage War of Peace* (Penguin, £3.95) is a comprehensive account of the Algerian conflict from its origins in colonial history and outbreak in 1954, to the messy resolution of 1962. This new paperback edition has been updated to include new material from interviews with Algerian leaders and this story of eight years' savage guerrilla warfare has implications for the understanding of modern history which extend well beyond the two countries principally involved.

Dreams of Amazonia. By Roger D. Stone. (Penguin £3.95. 0 14 009573 X). It should be possible both to preserve, and exploit Amazonia, so that the rain forest can provide a living for Brazil's booming population without massive deforestation. This reasoned and straightforward book conveys the history, evolution and flavour of the region and looks at the possibilities for its future.

Indian Country. By Peter Matthiessen (Faber £3.95). When the Europeans arrived, the American Indians had no concept of nature as a "wilderness" to be tamed; they were simply part of it. This is more than an eloquent catalogue of injustices. It also tries to show what can be learned from a more "natural" way of life, before the "white man" conquers nature all too literally. Diane Hoffman

The King's Nurseries: The Story of Westminster School. By John Field. James & James £14.95. 0 907383 01 7.

Tender shoots

Stephanie Nettell on a history of Westminster School

Westminster is the kind of school where the boys would hire stonemasons to carve their names for them—though Dryden did scratch his own on a bench. It was not always so. The monastic schooling of a handful of boys from the 12th to 15th centuries was basically charitable, till Henry VIII's patronage set it on an academic footing with Eton and Winchester. Henry has since been overshadowed by his daughter's lively interest, defining in the 1560 charter the purpose of education: "that the youth which is growing to manhood as tender shoots in the wood of our state, shall be liberally instructed in good books to the greater honour of the state." Sad that it seems always to have entailed weeding round the shoots.

This splendidly vigorous history peels away the architectural and social layers of centuries, back to the Saxon cobbles and the 11th-century Dorset. Westminster's story is one of cannily evolution and dogged survival. Embedded in the crowded centre of the nation's capital and never specifically designed as a grand school nor able to expand, it sloughed off shell after shell through the years, stretching a limb here, a neck there, growing a new casing to suit a changing world.

John Field has taught at the school since 1964 and, apart from his work as librarian and archivist so satisfyingly culminating here, has directed many of those performances that have always been part of the Westminster spirit. Christmas entertainments, orations, the Latin Play, the Jockey solemnity of the Election Dinner epigrams, all were seeded in its earliest days and were familiar enough for Ben Jonson, Old Wet himself, to have Censure complain, "They make all their scholars play-boys... Do we pay money for this? We send them to learn their grammar and Terence, and they learn their play-books." Our primary heads will recognize the refrain.

So Field's history has an attractive theatrical flourish. His headmasters fill the stage: Busby, a towering 17th-century figure whose intellect, gentility, perverse miserly whims and ferocious discipline dominated three generations. (Saeed, in Shawell's *Vintages*, says he came to the brofist to be flogged because "I was so used to lat al Westminster School, I could never leave it off since.") Chrillie, as the 1939 war approached, coping with an official complacency that meant-casting the whole school in and out of London with comic-horror regularity (the sign would be

mad to try large-scale bombing); but whose Herefordshire exile proved such a broadening experience.

Or Carleton, dealing with the baleful youth of the Sixties with the same unfussed charm that eased in girls before the governing body had realized it—"an experiment which may be terminated at any time" took root even as he soothed. And Rae, an "icon within the school, an iconoclast outside it", a man of liberating energy who will always inspire both loyalty and hostility, and whose final gesture symbolized so much of himself and Westminster—appointing a girl, and a black girl, as Head of School. "A grotesque distortion of the natural order of things" came the cry.

The boys play smaller roles, but their scenes are show-stopping. With their own ferocious rules and fraternal brutality, there is little distinction between the reality and the classic fiction of public schools, but Westminster's town setting led to regular fights with the locals and a terrorizing of shops and neighbours that makes comprehensive thuggery petty stuff. "All I wonder," says a 19th-century letter home, "is how people can possibly live in Westminster..." The past's regard for authority may not be all we fondly imagine when one's headmaster can be described in 1834 as "that never to be mentioned, sneaky, spy-retaining, treacherous, cowardly, snivelling, ungentlemanlike, treble damnable shit of a Head Master of Westminster School (merely an MA)". He had dared to stop a rowing match with Eton.

Locke and Wesley, Gibbon and Bentham, A.A. Milne and Angus Wilson; Philby and Havers, Benn and Lawson, Gielgud and Ustinov—Westminster boasts of nurturing individualism and non-conformity. Church, parliament and the theatre have always been but minutes away—and the lack of west sports grounds or boarding space may prove to have been a "civilizing influence. Old Westminster," says Rae in the introduction, have always been accused of arrogance, but it arises from open intellectual confidence, rather than closed elitist retreat. It has always been the school of the professional middle classes.

They can be proud of this history, handsomely produced and rich in imaginative illustrations, though I believe Field mingles the veracity of the Smith engraving by placing it in Little Sanctuary and to "cavil" (over caption errors), or a Marial theorem that is actually a pentagram, would be unfair if it were a less scholarly work. Clearly, the book must appeal first to those who know the school and can fund their way among its names and traditions; but it gives the rest of us a vividly throwed insight into the formative influence on many who have included our society.

BOOKS

Good companions

The Cambridge Companion to Shakespeare Studies. Edited by Stanley Wells. Cambridge University Press £27.50. 0 521 26737 4 £8.95. 31841 6. Shakespeare's Tragedies. An Introduction. By Dieter Mehl. Cambridge University Press £10.00 (0 521 30423 7). Shakespeare, Politics and the State. By Robin Headland Wells. Macmillan £30.00. 0 333 37590 4. London in the Age of Shakespeare: Anthology. Edited by Lawrence Manley. Croom Helm £22.50. 0 7199 3560 9.

In the end, of course, the play must always be the thing, and if ever the extraordinary cry comes when audiences fail to flock to the theatres where Shakespeare's plays are performed, both they and the libraries of books and papers that discuss them will become merely historical matters for the interest of scholars. Some critics and others have forgotten this, but this maxim is never forgotten in the first three books considered here, while the Anthology does not deal with the plays at all.

The Cambridge Companion to Shakespeare Studies brings up to date the information of the 1934 and 1971 Companions and, like them, is invaluable to all students of the plays and their presentation, whether contemporary or subsequently. A most interesting chapter examines the contributions made by film and television, with the suggestion that both offer opportunities yet to be discovered for exploring and developing qualities of drama and character.

The second chapter, which follows a brief outline of what is known of Shakespeare's life, provides a most necessary context for the plays in an attempt — no more can ever be possible — to show how they are themselves the outcome of the thoughts and beliefs of his age and would have been understood by the audience in the same tradition.

This aspect is often overlooked, but here it is shown clearly how some of our 20th-century preoccupations are unnecessary: many "problems" disappear, others appear in a very different light. How Shakespeare used the native traditions of comedy and tragedy, what he added of his own, how he "saw" the history sources and to what purpose he used them are examined remarkably extensively in so short a space. So too are the questions that Shakespeare was continually re-

examining: marriage, politics, duty, power, moral responsibility and personal relationships of all kinds. The essays discussing the variations in critical approach from 1660 to the present day are interesting in a number of ways. No student should fail to consult the final contribution dealing with Shakespeare reference books.

"Many generations of playgoers and readers have found his tragedies to be something special and unmistakable", and on this basis, keeping as free as possible from pre-conceived theory, Dieter Mehl studies the tragedies. He strikes an admirable balance between the study of the play and the play and the chief characters in it, often refusing to be drawn into examination of single problems on the excellent grounds that the play as a whole is not served by it. As a result, the frequently over-emphasized contradiction in, say, Antony and Cleopatra, are seen to be largely irrelevant, and the play and the protagonists fall into perspective.

It is pleasant to read work of such scholarship in which the author keeps firmly to the matter in hand; the ways in which the characters and the plot serve each other and together carry out Shakespeare's design are seen to some extent as parts of a general exploration of society and man within it.

Because the interest in Shakespeare's plays is concentrated firmly on the characters and their interaction in a given situation, the political content, even more than the political context, has often not been taken sufficiently into account. The argument of chapter two of the Cambridge Companion to Shakespeare Studies is more fully developed in Shakespeare: Politics and the State where quotations from writers and contemporary documents which embody the political and philosophical preoccupations of the time are set against passages from the plays which reflect and debate the ideas contained in them. The age of transition from Tudor to Stuart rule was politically disturbed and seething with the New Learning which, for thinking men, challenged all accepted ideas. As R H Wells clearly demonstrates, both Shakespeare and his audiences were vitally concerned with it all.

The role of the king or ruler, the right of rebellion if the ruler is unjust, the position of man in the universe and consequently what sort of civilization is the perfect one for which he should strive were not merely good dramatic material but were of immediate concern to Shakespeare and his audience. Carefully examined it becomes evident



Frontispiece to *The Wis* (1662), an anthology of dramatic pieces, including *Henry IV Parts I and II*. An illustration from *The Landscapes of William Shakespeare* by Michael Justin Davis with photographs by Simon McBride (Michael Joseph £14.95).

that whether comedy, history or tragedy or the magical last plays they are all, without exception, concerned in greater or less degree with man and his relation to the universe, and it is this which makes the total impact of the plays so overwhelming.

The Anthology does not deal with the plays but presents texts from 1495 to 1660, the majority in Shakespeare's lifetime, which illustrate the role played by London in Tudor and Stuart times. Even more than today, the London of those days was the centre of the country, its "largest and most widely experienced artefact", constantly changing, ebulliently diversified, thickly populated by an unruly citizenry where extremes of riches and poverty existed cheek by jowl and disease, crime, filth and vice were rampant. At the same time it was small enough to be an entity so that its old traditions were strong and the new ideas worked in it like yeast. In the 16 chapters, each one containing verse and prose contributions that are serious, comical, factual and literary, this history-burly of a city is splendidly evoked. There are excellent notes and bibliographies.

Katya Watter

Saving the Classics

Reading Latin Grammar Vocabulary and Exercises. By P V Jones and K C Sidwell. Cambridge University Press £9.95. 0 521 28622 0. Reading Latin Text. By P V Jones and K C Sidwell. Cambridge University Press £5.95. 0 521 28623 9.

Learning Latin: An Introductory course for adults. By J C Randall. Francis Cairns £10.50. 0905 205 332. Teach Yourself Latin. By G Betts. Hodder & Stoughton £4.50. 0 340 39481 6. *Civis Romanus*. By J M Cobban and R Colebourne. Methuen Educational £2.95. 0423 70200 9. Monitor. By R Colebourne. Methuen Educational £2.50. 0423 71810 X.

It is perhaps indicative of the dwindling status of Latin and Greek in our schools today that most of the new language courses in classics are aimed at the mature student, whether sixth former, undergraduate or interested layman. With the broadening of curriculum and educational trends towards mixed ability teaching, it has become clear that classics cannot occupy pride of place in schools. Moreover, the advent of information technology has put further pressure on timetables in many schools to reduce some subjects to sixth form study only.

Latin is becoming such a subject, and Greek has almost been all but abandoned to the private sector. In 1978 the Reading Greek Course was published to fill the gap left by the demise of Greek in schools by aiming at the older student, and universities, already noticing that fewer and fewer applicants for Classics degree courses had previously studied Greek well enough to cope with it.

In *Lixity* and aims *Reading Latin* similar to *Reading Greek*. It plunges the student from the beginning into a two year intensive course of reading texts from Plautus to Ovid. A variety of written exercises into and from the Latin together with copious vocabulary and notes on items of grammar rapidly promote the student to a point where he is able to cope alone with the majority of Latin authors.

The course itself is in two volumes, one containing the grammar, vocabulary and exercises, the other containing the text. The whole course is clearly presented and well laid out and all Latin is marked with macrons for ease of pronunciation. Maps, diagrams and photographs are in general abundance throughout the text and provide an interesting and informative backdrop to the Latin under study.

Similar to *Reading Latin* in its aims and style is *Learn Latin* which, though well different in its method, also aims to bring the student to a point where he is able to cope alone with the majority of Latin authors.

must have been hailed one of the best at getting students rapidly to a stage where they can make the translation from made-up to real Latin while at the same time providing for the student's interest.

Today, however, *Civis Romanus* compares none too well with the many more attractive courses available in classics teachers: its stories seem dry and unimaginative by comparison and one wonders whether the publishers could not have seen fit to remove, or at very least, improve, the four photographic plates which are both blurred and in dull black and grey.

Now, when classics departments are closing down following the departure of teaching staff to other schools or professions, it is time for all who are still propounding the virtues of a classical education to take stock and let the student who reads aloud, all voices, be marked with macrons and is accented. A key to the exercises is also provided for the student. This course is eminently suitable for the dedicated student who needs to get to grips with Latin quickly.

Paul Saunders

Letter

Fashions in fostering

Sir — In her lengthy review (*TES* July 3) of my research report *Denying Homes to Black Children*, Marion Lowe somehow succeeds in avoiding all reference to the report's main purpose and content. This is that, contrary to the fashionable social work orthodoxy, black children can be successfully adopted and fostered by white families. At least three quarters of the report consists of a detailed presentation of the arguments made against a print point rejection of each of them, using the findings of American and British research. Your reviewer ignores them all.

Among several other points, my report demonstrates that the overall adjustment of black children in white homes is excellent, that white adoptive parents are quite capable of dealing with the issue of racial discrimination, that trans-racial adoption need not damage the child's sense of identity, that claims about trans-racial adoption constituting a form of "cultural genocide" are mere political posturing and, most important of all, that statements to the effect that very few such adoptions have been successful are entirely untrue. In short, that trans-racial adoption should be considered a viable option for any child needing a substitute family.

Your reviewer is not alone in ignoring these, admittedly sensitive, issues. For several years the social work establishment has allowed almost any allegation about trans-racial adoption, however fatuous, to go uncontested. On the other hand, organizations of individuals who seek to inject some balance into the debate are described as "biased", "unhelpful" or worse.

As to your reviewer's inability to believe that any local authority could practice a ban on trans-racial adoptions, I would refer her to a policy document being debated by the British Association of Social Work. As reported in the journal *Community Care*, it states that "no child should be adopted or fostered in the long term by a family of different racial and cultural origins". If the traditionally moderate, not to say bland, BASW can consider such a policy, then I doubt that extremist local authorities, race advisors to the fore, are likely to have any qualms about implementing it.

DAVID DALE
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BOOKS IN CLASS

Easy as ACE

Aurally Coded English Spelling Dictionary. By David Moseley and Catherine Nicol. Learning Development Aids £4.50. 085 114 167. Understanding Children Spelling. By Jennifer E Barr. Scottish Council for Research in Education £3.25. 0 947833 12 9.

Irregular German verbs or the French subjunctive — anything appears easier than learning English spelling with all its idiosyncrasies and umpteenth exceptions to the rule. The new *Aurally Coded English Spelling Dictionary* should help to make a difference.

Devised by a psychologist and head of a special needs department, the ACE is designed for all ages anxious to spell but never knowing quite where to start looking in a dictionary. That problem is now alleviated as words are considered according to a combination of sound and initial letter on a grid index divided into 16 different vowel sounds (plus illustrative figure) together with the complete alphabet. "Neighbour", for example, can be looked up on the grid from the "ai" sound (as in snail) and the letter "n" — the page reference for the correct spelling is given and so to success. Silent letters or quirky spellings be-

come less troublesome with constant cross-references (g/j, c/k, en/in, es/is, ph/vf and so on), and potential difficulties with neutral vowels are avoided by words being located under different headings. (Thus "before" can be searched for from "be", "bi", or using the second syllable "or" sound.) The ACE also provides for regional differences ("bath" being found under both "cat" and "shark" vowel sounds) and a thistle sign is printed wherever Scottish pronunciation may require alternative page references.

Meanings to words are not given except for some homonyms and homophones as the book is aimed for use in conjunction with an ordinary dictionary. As a spelling guide it could be a tremendous confidence booster so long as instructions are carefully followed and readers are helped with phonetics, syllables and the alphabet. The grid needs a learner willing to explore and able to assimilate the process of thinking of the sounds made by "psychiatrist" or "thorough" and able to find the correctly spelt word (which may not be instantly recognizable). But it does work.

The ACE may not house all words in attempting to tackle over 200 different vowel spellings for 18 basic sounds, but it is a breakthrough book which grows with its reader.

Jacqueline Fisher

Poetry-wise

Start-Write. Edited by Morag Styles. Published by EARO, The Resource Centre, Back Hill, Ely, Cambridgeshire CB7 4DA. £4.95. 0 86361 037 4. (15 per cent discount on educational establishments.)

It would be good if A Certain Anthologist could spend some time with this book. He just might realize that children are being encouraged in schools to write with precision, power and self-discipline; and that those who Teach, Can.

This is demonstrably true in Cambridge, at any rate, on the evidence of this useful and encouraging book. Its editor, Morag Styles, is a name to trust in poetry teaching — her anthologies, *I Like That Stuff* and *You'll Love This Stuff*, are two of the best. *Start-Write* grew from the shared enthusiasms of an in-service course and the editor has woven together the work of infant and junior teachers, their children, and young participants in her Saturday poetry club. The suggestions for initiating the writing of poetry are consequently classroom-tested and illustrated by children's poems. The book welcomes the reader — whether the student-teacher in search of good practice or the veteran looking for a re-charge — to an initial read-through for pleasure and instruction; then it becomes a ready reference for teaching poetry writing.

Morag Styles and her teachers are believers in a long-term approach rather than providers of instant tips for glittering one-offs. Children hear, enjoy and play with a wide range of poetry; they experiment with different forms; they work from direct experiences orchestrated by the teacher; their poems grow out of incidents and characters in stories and they draw on their idiosyncratic memories. Eventually, although still juniors, children may have a depth of background which enables them to craft poems at their own prompting, selecting from a repertoire of forms and rhythms, controlling and experimenting with their own voices.

We are taken well beyond the gimmicky and far away from the deadening lists of good-words-you-might-like-to-use collected on the blackboard. These teacher-authors clearly respect each pupil's language and experience and writing poetry is demanding but peculiarly accessible to young children. The teachers' voices are unpretentious and often unashamedly excited; their advice is clear; and the children's poems are a refreshing incentive.

Geoff Fox

First act

Drama in the English Classroom. By Ken Byron. Methuen £6.95. 0 416 38040 9.

When it comes to drama, many secondary English teachers are in the same position as that Molière character who did not realize that he had been speaking prose all his life. Purely by doing their job they will have been using elements of drama in their lessons — in debates and literature role-play perhaps — even if they have always fought shy of any active involvement with the subject.

It is to these non-specialists that Ken Byron addresses his book *Drama in the English Classroom*. Acknowledging that many will have a "wobbling acquaintance with the theoretical prescriptions of Dorothy Heathcote, Brian Watkins, David Jackson and others, Byron takes these as his starting point. However, in direct contrast, his own book is anything but theoretical. It is true that every other chapter is a short history on how it should be done, but these are lively, practical essays are only included as running commentaries on an imaginary "Journal" which is the real heart of the book.

In his introductory chapter Byron, a drama adviser and tutor in Drama in Education at Leicester University, explains that he wrote this to reflect the experiences of his own students, seasoned English teachers who nevertheless have doubts about their ability to devise drama lessons which will both work and give pupils something they could not pick up from "straight" English. It does. "Mike", his imaginary English teacher, agonizes long and hard before taking the plunge into drama with a second year lesson based on the beginning of Rosemary Sutcliffe's retelling of the Beowulf story, *Dragon Slayer*. It doesn't go too badly — not nearly as badly as some of his subsequent attempts — and he is lucky in having "Maggie", a more experienced colleague, to hand to give him some informal in-service training.

Her comments on Mike's lesson notes and his own growing competence vividly convey Ken Byron's central point: that drama can exist on its own, not necessarily in story-form, and is far more than a glorified discussion. In passing, the Journal entries also contain some copper-bottomed lessons plans. As well as the *Dragon Slayer* exercise there are imaginative lessons based on *Beowulf* itself, *Romeo and Juliet*, *Lord of the Flies* and *Lord of the Dunes*. The book's readability and sheer common sense, that all live dry out to be met by practice tomorrow.

Hugh David



Hitchcock's *North by Northwest* (1959), an illustration from *Insight* by Peter Chilvers. The materials are designed for students preparing for GCSE and SCE examinations, and form part of the Stanley Thornes English Programme (Student's book £4.95, Teacher's book £3.25). To be reviewed.

Course work

Teaching GCSE English. By Jim Bennett. Hodder and Stoughton £4.50. 0 340 40765 4.

For those who, finding themselves knee-deep in unit compilations or unimpressive assessment meetings, believe that GCSE — like Macduff — has been untimely ripped from the womb, Jim Bennett's book offers a little hope. GCSE may be causing departmental administrative and organizational headaches but the author is concerned to reassure us that "the best of good practice in GCSE terms is already happening".

Teaching GCSE English, aimed at departments searching for a stable course, takes an enthusiastic look at good practice. The book delves into what constitutes English and how the subject can be enhanced by GCSE. In view of this "new" qualification's threefold acceptance of the necessary variety of activities within a closely monitored structure, the inherent incoherence of the four modes of English (reading, writing, speaking and listening) and the danger of embracing all pupils' needs. As head of an English department, Jim Bennett is

Jacqueline Fisher

Prospects

English Teaching and the New Technology: Into the 1990s. By Phil Moore. The National Association for the Teaching of English 50p inc p&p.

It is wonderfully refreshing to read an analysis of the possibilities of the micro in English teaching which is as sober, balanced and guardedly welcoming as this.

Arising from a seminar funded by the late and much lamented MEP, it sets out with great clarity current possibilities and future prospects in word processing, simulation and information handling. It embodies the NATE submission to the Department of Education and Science on the subject, and touches on issues such as access to microcomputers for the English department, initial training and in-service training, examinations and the over-riding need for the subsidization of a national body to co-ordinate local authorities' efforts.

Perhaps best of all, the elegance of the prose, lightened with an occasional pertinent metaphor, makes it clear that openness to information technology is by no means incompatible with the traditional values of the English specialist.

Audrey Laski

CHILDREN'S LITERATURE

Memory. By Margaret Mahy. Dent £7.95. 0460 06269 7.

Was Jonny Dart responsible for his sister's death? Five years later he sets out one night to find the long-estranged friend who might have the answer, and drifts in the deserted city encounters Sophie who enters unpromptedly, pushing a supermarket trolley. Sophie is old, and one of the claims advanced on behalf of this charming book is that it tackles the subject of senile dementia. Dementia is certainly one of its themes, but it cannot really be said to tackle any of them.

Sophie is no bag lady. Her benighted promenade with the trolley is never really explained, but little about Sophie can be explained. She lives in a fragmented past which Jonny reassembles gradually as the fragments emerge and he finds himself unable to walk out of her life as casually as he entered it. Sophie lives in a world where her cats, preyed on by an unscrupulous local tout — a revenant from Jonny's own past — and in imminent danger of electrocution from various disintegrating appliances, relics of a more ordered existence. Jonny begins to re-establish order, cleaning up both the house and Sophie, and meanwhile getting his own act together. The book ends with the line: "he knew beyond all doubt, that he was one of the world's lucky ones", and there is an element of good fortune inspiring the whole enterprise. Sophie and her house are rather too easily cleaned up; Sophie herself, in spite of occasional bed-wetting, can be made presentable; the local heavies are routed; the lost friend turns out to be living next door; the Aged Citizens Council is waiting to take over where Jonny leaves off.

One ends murmuring wistfully. If only I were as simple — he knew little enough. We can wish nothing but good for these attractive people, the writing is elegant and lines of good-limbed wit sizzle through it. It is indeed a charming book. Only oh, surely, given its subject, have been a little less charming.

Jan Mark

Valerie Bierman, children's organizer of the Edinburgh Book Festival and past national chairperson of the Federation of Children's Book Groups, is the winner of the 1987 Eleanor Farjeon Award presented annually by the Children's Book Circle for distinguished services to children and books.

[illegible]

MEDIA



Stewart Brown reviews anti-racist materials

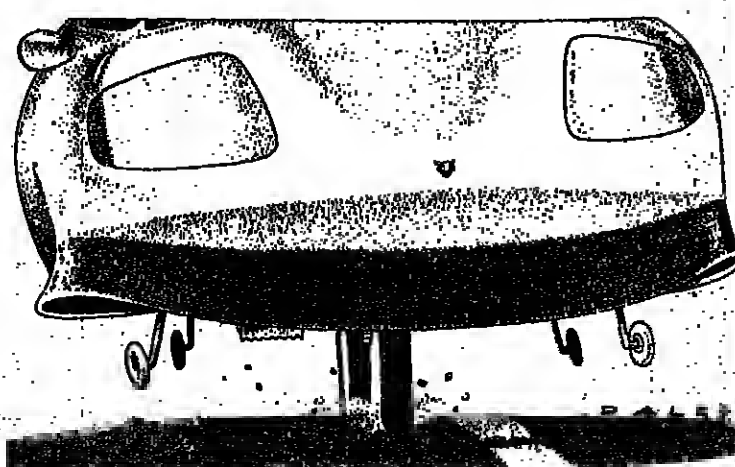
SLIPPED DISC DRIVE
The address which was given in a review of *The World of Motoring* teaching pack in the issue of April 24 was incorrect. All enquiries about the pack should be directed to: The Motor Industry Educational Service, PO Box 818, Birmingham B1 1EH.

NAME _____
INSTITUTION _____
ADDRESS _____

TEB 7/10

Geoff Edwards on how to make a technological breakthrough

The in-depth study of the bicycle builds on an introductory evolution dating from 1817. Later examples introduce the student to the relationship between major innovation and successful design in its setting. Students look at the "design process" from different points of view. A loc-



The accompanying reader supplies detailed answers to many questions about what is increasingly being called "technological education". It sets out the background to the movement, by surveying what has been attempted so far and offers suggestions for future development. These are not made in the form of course or syllabuses, which are the proper concern of the

schools themselves, but in terms of principles, principles and criteria to guide teachers, to what can best be described as a period of experimentation. Every school has its own problems and opportunities; accommodation must differ; each environment will present a special challenge; and most important, all schools must have the support of all, staff and pupils will have to be persuaded that the school is a place of learning, and that the teachers are literate staff which influence their work.

So there will be a diversity of systems and a variety of methods in use, but also a great deal of common ground, much of which is covered in this book. This study is broad. This may be a problem but should foster cross-curricular work within the school. Barriers between individual subjects need to be broken down. There is a need to unlock curriculum content, timetables, demands and curriculum organisation. During the past five years or so we have been able to appeal for schools to adapt their curricula and methods to meet the needs of a society which is again to be in the throes of a revolution. I found the back most stimulating and would have no hesitation in recommending it to any teacher developing technology in secondary education.

Among items going out on both Radio 1 and Russian radio, Janice Long's report on a fab night in Moscow, and Simon Mayo in Bristol explaining to young Russians what an Oxism shop is. But the main interest will be intercontinental conversations between young people, on subjects ranging from fashion to nuclear disarmament and crime to Aids.

The aim of the BBC's *Talk to Me* broadcasts was to introduce older infants to some aspects of basic language structure, the use of language when we talk to each other and how sounds and words can be used for different purposes. Each programme had a similar format, of a five-minute story followed by a discussion and the programme song *Talking*. These are all available now on one cassette:

"crisis" in management training, and so on. The tone is up-beat and listeners will not find it difficult to believe that they can benefit.

Programme one is varied in content and features the Manchester Open University College Federation, discussion of education, guidance services and business management courses at Hands-on, all interesting stuff. But how typical is it? What do people do if there is nothing like MOCF in their area? A survey of 1000+ only educational guidance services (of mixed quality) in the country, help may not be readily obtained. The BBC's supporting fac-

Sheets may sell out what is available, but they cannot create flexible opportunities where there are none.

What, too, are potential adult learners to make of the throw-away comment that guidance services must regrettably adopt a low profile if they are not to be packed out? Flexibility and responsiveness may be key words in some quarters, but how open and relevant is adult education as a whole?

The professionals put the problem down to money and no one would deny its importance. However, the provision is still the product of the education system, a sideways glance at

The teachers' notes are clear and detailed with lots of helpful suggestions for follow-up work (including how to break the code of Doofy's own language). The pamphlet also contains six copiable pages of puzzles for children - fairly basic but nicely presented.

I enjoyed these programmes and would recommend paying £15 for a set of cassettes if you missed the broadcasts. New programmes will be broadcast in the summer term of 1988.

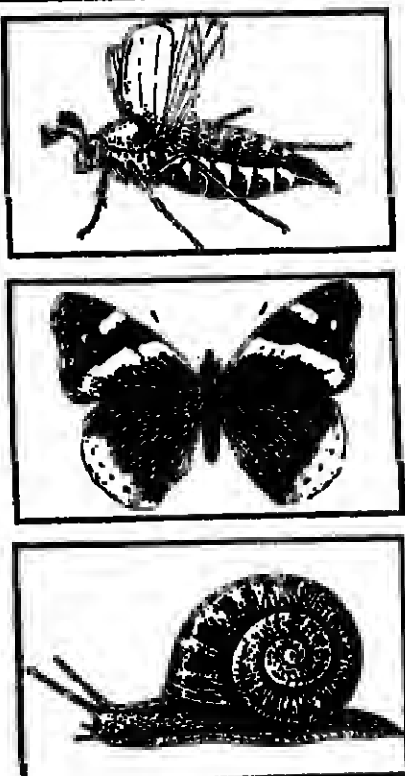
attitudes might have sounded a realistic note.

Wendy Body

attitudes might have sounded a realistic note.

A series such as *On Course* must tread the difficult path between motivating and stimulating adults to take up the opportunities that do exist (and are increasing), while not creating disappointment by implying that everything in the mature student's garden is coming up roses. A touch of campaigning zeal to encourage adult learners to bang on doors if they don't find what they want, might not have gone amiss. However, in illustrating what can and does go on, and in boosting the confidence of adult learners, *On Course* should prove valuable to a general audience. It may even go a little less responsive to parts of the education system something to think about.

Jean Sargeant



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PRIMARY HEADSHIPS

continued

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ST. MARY'S R.C.

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High Road, Whitehaven, C.A.8

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Come and teach in Kent

HEADSHIPS

NORTH WEST KENT AREA

Dartford, Temple Hill County Primary School, Group 5

School Roll: 257 (Spring Term 1988) (+ Tutorial Unit and Nursery)

Applications are invited for the post of Headteacher of the Dartford Temple Hill County Primary School, a school of modern construction situated within easy distance of the town centre. Following the resignation of the Headteacher of the Junior Department, it is proposed to amalgamate the two departments of the school in part of the existing accommodation. Also on site and coming under the responsibility of the Headteacher are a tutorial unit and a nursery unit.

This post offers a very exciting challenge to a person able to offer the appropriate experience and qualifications.

This post is a re-advertisement: previous candidates will automatically be considered. The Authority operates a generous disturbance allowance scheme.

Possibility of help with temporary housing in approved cases.

Westcourt County Primary School Group 5

School Roll: 288 (Spring Term 1988) (+ Nursery Unit 50 pit Pupils)

Required for January 1988 a Headteacher for Westcourt County Primary School, Westcourt County Primary School is situated less than 2 miles from the town centre of Gravesend in modern accommodation.

Following the resignation of the Headteacher of the Infant Department, it is proposed to amalgamate the two departments in modern accommodation.

The post offers a very interesting challenge to a person with management experience at a senior level. The person appointed will have the opportunity of being involved with the accommodation arrangements and the appointment of staff to the amalgamated school.

Further details and application forms for both above posts from: The Area Education Officer, 132 Windmill Street, Gravesend, Kent DA12 1BE. (Enclosing a stamped addressed envelope).

Closing date 31st July 1987

The Authority operates a generous disturbance allowance scheme.

Possibility of help with temporary housing in approved cases.

West Kent Area

Bean First School, School Lane, Bean, Near

Dartford, Kent DA2 8AW (telephone Southfleet 3225)

January 1988. An enthusiastic experienced teacher is required to join dedicated and professional staff of this 5-9 age range school (Roll 130). A scale 2 post carries responsibility for all aspects of Special Needs along with a commitment in the development of curriculum and full use of the school. Informal visits are most welcome.

Possibility of help with temporary housing in approved cases.

Painter's Ash County Primary School, Massfield Road, Northfleet, Kent DA11 9JQ.

Experienced Junior Teacher, Scale 2, required at commencement of Autumn Term 1987. Applicant must be able to offer at least one area of expertise in curriculum development. An interest in girls' physical education is desirable but other interests will be considered.

Possibility of help with temporary housing in approved cases.

North Kent Area

Napier C.P. School, Napier Road, Gillingham ME7 4HG

Required for January 1988, experienced teacher as Language Consultant throughout the school, Scale 2.

Letters of application with C.V. and Names/Addresses of two referees.

Rochester, Warren Wood C.P. School, Arrethurs Road, Rochester, ME1 2UR. Group 5.

JM & I - On roll: 235 + 20 in Language Unit

Required for January 1988 enthusiastic and well motivated teacher for Scale 2 post. The successful candidate will be expected to take responsibility for the development of the mathematics curriculum throughout the school as well as the development of computer education. In addition to these responsibilities the successful candidate will be expected to take responsibility as team leader for the Upper Junior Department of three classes.

Chatham, Wayfield C.P. Infant School, Wayfield Road, Chatham, Kent

Required for January 1988 an enthusiastic and experienced teacher for Scale 2 post with Special responsibility for Science and Environmental Studies. Visits welcome.

East Kent Area

Newington County Infant School, Melfbourne Avenue, Ramsgate, CT12 6JS.

Scale 2 Assistant Teacher - Music

Required September 1987 or as soon as possible thereafter. Keen, enthusiastic music specialist to develop interest and skill throughout the school.

Application forms returnable to Mrs S Ireland at the school a.s.a.p.

St Peter's C.E. Primary School, Mount Pleasant, Aylesford, Maidstone ME20 7SE.

Group 3.

Roll 132.

Required with effect from January 1988 for this primary school.

Application form and further details for both above posts available from the Mid Kent Area Education Officer, 3 Shorncliffe Road, Folkestone, Kent CT20 2BQ to whom applications should be returned by 24th July 1987.

South Kent Area

Warden House County Primary School, Sirdwood Avenue, Deal CT14 8PP. Group 5.

Roll 260 mixed

PRIMARY HEADTEACHERS continued

PRIMARY EDUCATION HEADSHIPS

WINCHCOMBE COUNTY JUNIOR SCHOOL
Back Lane, Winchcombe, Cheltenham.
(175 on roll, 7-11 years)

HEAD TEACHER (Group 4)

Required 1st January 1988

Forms and further details from Chief Education Officer (Ref. 161), Shire Hall, Gloucester GL1 2TP (enclose SAE 1). Closing date: 24th July 1987.

Re-advertisement - previous applicants will be reconsidered.

REDMARLEY C. OF E. (CONTROLLED) PRIMARY SCHOOL
Gloucester, (35 on roll, 5-11 years).

HEAD TEACHER (Group 2)

Required 1st January 1988

Forms and further details from Chief Education Officer (Ref. 161), Shire Hall, Gloucester GL1 2TP (enclose SAE 1). Closing date: 24th July 1987.

SCALE 2 POSTS

KINOSHOLM C. OF E. (CONTROLLED) PRIMARY SCHOOL
Quinolee Street, Gloucester GL1 3BN. (350 on roll).

TEACHER

Qualified teacher required September. Responsible for Music throughout the school with class responsibility in the Junior age. Letters of application enclosing full c.v. to Head Teacher as soon as possible (SAE please).

SCALE 1 POSTS

ELLWOOD C.P. SCHOOL
Ellwood, Nr. Colsthorpe, Glos. GL18 7LY. (100 on roll).

INFANT TEACHER

Experienced infant teacher required for September with an enthusiasm for the early years in a team teaching situation. Letter of application with SAE 1 to the Head Teacher.

HERON PRIMARY SCHOOL

Heron Way, Abingdon, Gloucester GL4 9BN.
(400 on roll).

TEACHER

Scale 1 (M P G.) qualified junior teacher. Due to expansion of school an additional keen and enthusiastic teacher required to work with 4th year juniors. The school has excellent facilities and the post offers tremendous scope for the teacher interested in furthering their professional expertise within a co-operative teaching environment.

Apply by letter enclosing full c.v. to Head Teacher as soon as possible (SAE please). Visits to school can be arranged.

QUEEN MARGARET C.P. SCHOOL

York Road, Tewkesbury GL20 8HU.
Tel: Tewkesbury 282198.

TEACHER

Enthusiastic qualified teacher required from September initially to teach middle infant class. Letters of application enclosing full c.v. to Head Teacher as soon as possible (SAE please).

SHIRE HALL, WESTGATE STREET, GLOUCESTER GL1 2TP.

FULL-TIME PERIPATETIC VIOLIN/VIOLA TEACHER

Required for September 1987 (a one year appointment). A Scale 2 post is available for a suitably qualified and experienced applicant. The successful candidate is to work in the mid to south region of Gloucestershire. Part-time teachers may also be considered on an hourly rate. Travelling expenses will be paid at County Council rates.

Apply by letter to Mr. R. Ling, Senior Instrumental Teacher, Education Department, from whom further particulars are available.

Gloucestershire County Council

Shropshire Education Committee
Equal Opportunities Employer

PRIMARY HEADSHIP READVERTISEMENT

Applications are invited for the following post with effect from 1st January 1988. (Previous applicants need not reapply).

Oriton Lane County Infants
Wallington

Group 3

Application forms and further particulars available from the undersigned (SAE essential, at least 9 x 6). Closing date 24th July 1987.

J. Boyers, County Education Officer, Shirehall, Abbey Foregate, Shrewsbury.

Shropshire County Council

Deputy Headships Second Masters/ Mistresses

BERKSHIRE

ST. MARY'S R.C. JUNIOR SCHOOL

Cookham Road, Maidenhead SL6 7EG

Required for September 1987 or January 1988 a Deputy Headteacher (Group 4). Must be a practising Roman Catholic and be well qualified and experienced in primary practice. Applicants should preferably hold the C.T.C. and should be enthusiastic leader well able to motivate staff.

Apply to the Headteacher for further details and form. Closing date 27 July 1987. An Equal Opportunity Employer. (17751) 110012

CROYDON

LONDON BOROUGH OF CROYDON

CASTLE HILL INFANTS' SCHOOL

Dunley Oval, Croydon CRO 0 8L

Tel: Lodge Hill (0689) 1000

DEPUTY HEADSHIP

Applications are invited from enthusiastic and flexible teachers with wide experience throughout the infant age range. The appointed person will be expected to take a significant part in the management and curriculum development.

Applicants should enclose a statement of their educational philosophy, and their approach to the development of children's language.

Please telephone the Head Teacher, Mrs. W. Plett to arrange a visit.

Salary: Deputy Head Group 4 plus London weighting.

Closing date for applications 24th July 1987. 111081 110012

CROYDON

LONDON BOROUGH OF CROYDON

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CUMBRIA
CROFTLANDS INFANT SCHOOL
Overton Drive, Ulliverton, LA15 7UU
(Cumbria mixed 4-7 N.O.R. 1987)

Required for January 1988, a suitably qualified and experienced teacher for the Deputy Headship. The successful candidate will share in the management of the school and in a staff development programme. Curricular strengths in music and computer studies would be an advantage.

Further details from the Director of Education, Carlisle, Cumbria, LA1 1PU. Please telephone to the Head by 24.7.87. (17551) 110012

DORSET
LAOY AT MARY ICE SCHOOL

St. Andrew's Road, Wareham, Dorset DT9 4JH

Required for 1 January 1988. Application forms, returnable to the Headteacher, should be sent to the Education Officer, Dorset, PO Box 1, Dorchester, Dorset DT1 1XJ. (17461) 110018

ESSEX
WHITE BRIDGE INFANT SCHOOL

Greenway Road, Loughton, IG10 3QR

Tel: 01-558 8624 (101-150)

DEPUTY HEAD Group 6

Required for 1 January 1988. Enclosed are details of the school and curriculum development and school management. The successful candidate will be expected to take a significant part in the management and curriculum development.

Applicants should enclose a statement of their educational philosophy, and their approach to the development of children's language.

Please telephone the Head Teacher, Mrs. W. Plett to arrange a visit.

Salary: Deputy Head Group 4 plus London weighting.

Closing date for applications 24th July 1987. 111081 110012

HAMPSHIRE
THE BALDWIN COUNTY JUNIOR SCHOOL

Floral Way, Salisbury, Wiltshire, SP10 3QP

Required for January 1988

Applicants should possess an NCT Primary School Certificate and have a wide experience in curriculum development. They should be committed to Primary Education and have a wide experience in curriculum development.

Visits from prospective candidates are welcomed.

Application forms job description and further details available from Headteacher.

Salary: Deputy Head Group 4 plus London weighting.

Closing date for applications 24th July 1987. 111081 110012

LINCOLNSHIRE
ST. MARY'S R.C. PRIMARY SCHOOL

London Road, Oranmore, CO51 5AX

Group 3 - Roll 137

DEPUTY HEADTEACHER required for January 1988 for a full-time post. The successful candidate will be expected to take a significant part in the management and curriculum development.

Applicants should enclose a statement of their educational philosophy, and their approach to the development of children's language.

Please telephone the Head Teacher, Mrs. W. Plett to arrange a visit.

Salary: Deputy Head Group 4 plus London weighting.

Closing date for applications 24th July 1987. 111081 110012

WILTSHIRE
ST. MARY'S R.C. JUNIOR SCHOOL

Cookham Road, Maidenhead SL6 7EG

Required for September 1987 or January 1988 a Deputy Headteacher (Group 4). Must be a practising Roman Catholic and be well qualified and experienced in primary practice. Applicants should preferably hold the C.T.C. and should be enthusiastic leader well able to motivate staff.

Apply to the Headteacher for further details and form. Closing date 27 July 1987. An Equal Opportunity Employer. (17751) 110012

Wiltshire AN EQUAL OPPORTUNITY EMPLOYER

Primary Education

HEADTEACHER POST

LANGLEY FITZURE C.E. (CONTROLLED) PRIMARY SCHOOL, KINGTON LANGLEY, Nr. CHIPPENHAM. SN15 1NN. GROUP 2

A Head Teacher is required for January 1988 following the appointment of Mr. P. Sowry to another post within the County. The school is situated in very attractive surroundings a few miles from the M4 motorway. The Governors seek an experienced and enthusiastic teacher, who will develop both the healthy links the school has with the community and also its varied special interests, including sport and music.

Application forms and further details from the Chief Education Officer, (Ref. ST/AT) Education Department, County Hall, Bythesea Road, Trowbridge, Wiltshire. The closing date is the 18th September, 1987.

DEPUTY HEADTEACHER POST

ST. MICHAEL'S PRIMARY SCHOOL, QUEENSWAY, MELKSHAM, SN12 6LS. TEL. NO. MELKSHAM 703498. GROUP 6

Required for January, 1988 an experienced, effective and hard working Teacher, for the Deputy Head post which arises from the promotion of the present post holder. Full details and application forms (Large SAE please), available from the Head Teacher and returnable as soon as possible.

Salary: Deputy Head Group 4 plus London weighting.

Closing date for applications 24th July 1987. 111081 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL

HIGH ABB C.B. COMBINEO

Found Hill, Great Erbskilly, Milton Keynes, Bucks MK11 2AS

Headteacher: A. O. Malleson

Scale 1

Required for January 1988 a teacher initially for Middle School children. Candidates should also be prepared to teach the younger age group. Application forms and further details (Large SAE please) available from the Head Teacher at the school.

Assistance with removal expenses in approved cases. (17551) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL

EXPLORE

CONCELO/CHILTERN

ARE George V Road, Amersham, Bucks

Headteacher: Mr. R. Current

Scale 1

Required for January 1988 a teacher initially for Middle School children. Candidates should also be prepared to teach the younger age group. Application forms and further details (Large SAE please) available from the Head Teacher at the school.

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KIRKLEES

**METROPOLITAN
COUNCIL**
**DIRECTORATE OF
EDUCATION SERVICES**

Ref: 1013

**R.M. O'HYLES MIDDLE
SCHOOL**
Windy Bank, Heliotes,
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Required for September,
1981 as temporary teacher.
SCALE 1 for classes of 11/12
years old in this 9-11 Middle
School.

The post is temporary to
cover the maternity leave of
the permanent postholder.

Application forms and
details of duties and respon-
sibilities can be obtained by
pencil from the Head-
teacher at the school to
be filled in and returned
should be returned within 10
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WARWICKSHIRE
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COMBINED SCHOOL
Sydenhams Drive,
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ROADFIELD NORTH FIRST
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 Roadfield, Crawley, Sussex
 Single 1 teacher required
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 Applications in person would
 be advantageous.
 Details and applications to
 Headmaster 18.A.E. p. 125
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OU14 9RN
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Enrolment for January
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Teacher, Cleopatra Date
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+ London Allowance £795.00

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Teacher, an experienced pro

imaginative view of com-
mon and the ability to put ideas
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Closing date: 20th
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11-11-1964

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The Bridge, Crawley.

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 1941 of GILLES P.C. in this
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Terms and details from
Quarter on receipt of foot-
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HOOL,
Welthamstow, E17

Primary

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SENIOR SCHOOL,
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INFANTS' SCHOOL,
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er - Group 4 plus £795
wances.
pprox).
Successful teacher required
Headship of this Infants'
92/T
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available from Chief Education
Borough of Waltham

Offices, High Road, Layton
Phone 01 558 3553 (24 hour
July 1997
SCALE 1
SENIOR SCHOOL
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INFANTS' SCHOOL,
on E4
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toller
r required to cover mater-
top infant class.
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September
Ineffective class teacher.
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PREPARATORY SCHOOLS

LONDON SW2
Teacher required for a small private school in Streatham. Children aged 4 to 7 years. 4 day week. To commence in September.
Telephone for interview 674 3639 or 653 3560.
(11587) 205624

LONDON SW3
An energetic enthusiastic class teacher of 6-7 year olds required for September 1987. Apply with c.v., references and telephone number to: Thomas & Co., 15, Coleman Gardens, London SW3. Tel: 730 0364.
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MIDDLESEX

Required for September 1987. A qualified infant teacher to a small friendly educational day school. Salary according to experience and qualifications.
Apply in writing to: The Principal, Hollifield School, 38, Cecil Park, Pinner, Middlesex HA5 3HH. Telephone: 0181 891 1111. Fax: 0181 891 1111. Salary: £11,500. (11587) 205624

LONDON W10

SPANISH BILINGUAL SCHOOL
317, Portobello Road, London W10
Tel: 01-585 3664
Announces for September '87: A qualified teacher for Junior, Intermediate and Spanish would be an advantage but not essential.
Send CV or phone for details.
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BUCKINGHAM COLLEGE
Lower School
The College is seeking a qualified teacher for the Junior School. The successful candidate will be responsible for the day-to-day running of the school and will be expected to contribute to the development of the school's curriculum.
Apply to the Headmaster by letter with c.v. and three references to: The Headmaster, Buckingham College, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 375, 377, 379, 381, 383, 385, 387, 389, 391, 393, 395, 397, 399, 401, 403, 405, 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427, 429, 431, 433, 435, 437, 439, 441, 443, 445, 447, 449, 451, 453, 455, 457, 459, 461, 463, 465, 467, 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